

Compare and Contrast the Common Core Kindergarten Foundational Reading Standards and the Kindergarten Foundation Skills found in the Alaska State Standards.

Common Core Standards: Reading Foundational Skills - Kindergarten	Alaska State Standards: Reading Standards Foundational Skills -Kindergarten
<p>Print Concepts</p> <p>CCSS.ELA-LITERACY.RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>CCSS.ELA-LITERACY.RF.K.1.A Follow words from left to right, top to bottom, and page by page.</p> <p>CCSS.ELA-LITERACY.RF.K.1.B Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>CCSS.ELA-LITERACY.RF.K.1.C Understand that words are separated by spaces in print.</p> <p>CCSS.ELA-LITERACY.RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>Print Concepts</p> <p>1. Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page-by-page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p>
<p>Phonological Awareness</p> <p>CCSS.ELA-LITERACY.RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>CCSS.ELA-LITERACY.RF.K.2.A Recognize and produce rhyming words.</p> <p>CCSS.ELA-LITERACY.RF.K.2.B Count, pronounce, blend, and segment syllables in spoken words.</p> <p>CCSS.ELA-LITERACY.RF.K.2.C Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>CCSS.ELA-LITERACY.RF.K.2.D Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>CCSS.ELA-LITERACY.RF.K.2.E Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>Phonological Awareness</p> <p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>

<p>Phonics and Word Recognition</p> <p>CCSS.ELA-LITERACY.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CCSS.ELA-LITERACY.RF.K.3.A Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p>CCSS.ELA-LITERACY.RF.K.3.B Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>CCSS.ELA-LITERACY.RF.K.3.C Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>CCSS.ELA-LITERACY.RF.K.3.D Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p>b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>
<p>Fluency</p> <p>CCSS.ELA-LITERACY.RF.K.4 Read emergent-reader texts with purpose and understanding.</p>	<p>Fluency</p> <p>4. Read emergent-reader texts with purpose and understanding.</p>

Compare and Contrast Standards the Common Core Standards for Literature with those in the Alaska State Standards for the Kindergarten Grade Level

The Common Core Standards for Reading Literature –Kindergarten *	The Alaska State Standards for Reading Literature –Kindergarten
<p>Key Ideas and Details:</p> <p>CCSS.ELA-LITERACY.RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>CCSS.ELA-LITERACY.RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>CCSS.ELA-LITERACY.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p>	<p>Key Ideas and Details</p> <p>1. With prompting and support, ask and answer questions about a literary text using key details from the text.</p> <p>2. With prompting and support, retell familiar stories, using key details.</p> <p>3. With prompting and support, identify characters, settings, major events, and problem-solution in a story, song, or poem.</p>
<p>Craft and Structure:</p> <p>CCSS.ELA-LITERACY.RL.K.4 Ask and answer questions about unknown words in a text.</p> <p>CCSS.ELA-LITERACY.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</p> <p>CCSS.ELA-LITERACY.RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<p>Craft and Structure</p> <p>4. Ask and answer questions about unknown words in a text.</p> <p>5. Identify common types of texts (e.g., picture books, stories, poems, songs).</p> <p>6. With prompting and support, name the author and illustrator of a story and describe the role of each in telling the story.</p>
<p>Integration of Knowledge and Ideas:</p> <p>CCSS.ELA-LITERACY.RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>CCSS.ELA-LITERACY.RL.K.8 (RL.K.8 not applicable to literature)</p> <p>CCSS.ELA-LITERACY.RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>Integration of Knowledge and Ideas</p> <p>7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts) or use illustrations to tell or retell a story.</p> <p>8. (Not applicable to literature)</p> <p>9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>
<p>Range of Reading and Level of Text Complexity:</p> <p>CCSS.ELA-LITERACY.RL.K.10 Actively engage in group reading activities with purpose and understanding.</p>	<p>Range of Reading and Level of Complexity</p> <p>10. Actively engage in shared reading activities using literature from a variety of cultures with purpose and understanding, and scaffolding as needed.</p>

* <http://www.corestandards.org/ELA-Literacy/RL/K/>

**Compare and Contrast Standards the Common Core Standards for Informational Text for
Kindergarten with those in the Alaska State Standards**

Common Core Reading Standards for Informational Texts-- Kindergarten	Alaska Standards Reading Standards for Informational Text-- Kindergarten
<p>Key Ideas and Details:</p> <p>CCSS.ELA-LITERACY.RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>CCSS.ELA-LITERACY.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>CCSS.ELA-LITERACY.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>Key Ideas and Details</p> <p>1. With prompting and support, elicit background/prior knowledge and experience in order to ask and answer questions about an informational text using key details from the text.</p> <p>2. With prompting and support, identify the main topic and retell key details of a text.</p> <p>3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>
<p>Craft and Structure:</p> <p>CCSS.ELA-LITERACY.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>CCSS.ELA-LITERACY.RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>CCSS.ELA-LITERACY.RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	<p>Craft and Structure</p> <p>4. With prompting and support, ask and answer questions about unknown words in a text.</p> <p>5. Identify the front cover, back cover, and title page of a book.</p> <p>6. Name the author and illustrator of a text and describe the role of each in presenting the ideas or information in a text.</p>
<p>Integration of Knowledge and Ideas:</p> <p>CCSS.ELA-LITERACY.RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>CCSS.ELA-LITERACY.RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>CCSS.ELA-LITERACY.RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., <u>in illustrations, descriptions, or procedures</u>).</p>	<p>Integration of Knowledge and Ideas</p> <p>7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>8. With prompting and support, identify the opinions an author states in a text.</p> <p>9. With prompting and support, identify basic similarities in and differences between information presented in two texts on the same topic (e.g., compare two photos or diagrams, compare two animal babies).</p>
<p>Range of Reading and Level of Text Complexity:</p> <p>CCSS.ELA-LITERACY.RI.K.10 Actively engage in group reading activities with purpose and understanding.</p>	<p>Range of Reading and Level of Text Complexity</p> <p>10. Actively engage in shared reading activities using a range of topics and texts with purpose and understanding, with scaffolding as needed.</p>

Compare and Contrast Standards the Common Core Standards for Writing with those in the Alaska State Standards for the Kindergarten Grade Level

Common Core Writing Standards- Kindergarten	Alaska State Standards for Writing -Kindergarten
<p>CCSS.ELA-LITERACY.W.K.1 Use a combination of drawing, dictating, and writing <u>to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</u></p> <p>CCSS.ELA-LITERACY.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>CCSS.ELA-LITERACY.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>Text Types and Purposes</p> <p>1. Use a combination of drawing, dictating, and writing to state an opinion or a preference about a topic or part of a book (e.g., I like dogs better than cats because...; My favorite part of the story is when...; I think it was funny when...).</p> <p>2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>3. Use a combination of drawing, dictating, and writing to narrate a real or imagined event or several loosely linked events, tell about the events in the order in which they occurred, and provide an ending (how the problem was solved) or a reaction (e.g., a feeling) to what happened.</p>
<p>Production and Distribution of Writing:</p> <p>CCSS.ELA-LITERACY.W.K.4 (w.K.4 begins in grade 3)</p> <p>CCSS.ELA-LITERACY.W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p>Production and Distribution of Writing</p> <p>4. (Begins in grade 3.)</p> <p>5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>
<p>CCSS.ELA-LITERACY.W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
<p>Research to Build and Present Knowledge:</p> <p>CCSS.ELA-LITERACY.W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>CCSS.ELA-LITERACY.W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>CCSS.ELA-LITERACY.W.K.9 (w.K.9 begins in grade 4)</p>	<p>Research to Build and Present Knowledge</p> <p>7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and combine or summarize information/facts learned or express opinions about them).</p> <p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>9. (Begins in grade 4)</p>
<p>Range of Writing:</p> <p>CCSS.ELA-LITERACY.W.K.10 (w.K.10 begins in grade 3)</p>	<p>Range of Writing</p> <p>10. (Begins in grade 3)</p>

Compare and Contrast Standards the Common Core Standards for Listening & Speaking with those in the Alaska State Standards for the Kindergarten Grade Level

Kindergarten Speaking & Listening Skills-Common Core	Kindergarten Speaking & Listening Skills-Alaska State Standards
<p>Comprehension and Collaboration</p> <p>CCSS.ELA-LITERACY.SL.K.1</p> <p>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>CCSS.ELA-LITERACY.SL.K.1.A</p> <p>Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>CCSS.ELA-LITERACY.SL.K.1.B</p> <p>Continue a conversation through multiple exchanges.</p> <p>CCSS.ELA-LITERACY.SL.K.2</p> <p>Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>CCSS.ELA-LITERACY.SL.K.3</p> <p>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>Comprehension and Collaboration</p> <p>1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p> <p>2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>
<p>Presentation of Knowledge and Ideas</p> <p>CCSS.ELA-LITERACY.SL.K.4</p> <p>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>CCSS.ELA-LITERACY.SL.K.5</p> <p>Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>CCSS.ELA-LITERACY.SL.K.6</p> <p>Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>Presentation of Knowledge and Ideas</p> <p>4. Describe familiar people, places, things, and events, and with prompting and support, provide additional related details.</p> <p>5. Add drawings or other visual displays to descriptions as desired to provide additional details.</p> <p>6. Speak audibly and express thoughts, feelings, and ideas clearly in complete sentences when appropriate to task and situation.</p>

**Compare and Contrast the Common Core English Language Arts Standards for Kindergarten
with the Alaska State Standards English Language Arts for Kindergarten**

Common Core English Language Arts Standards for Kindergarten	Alaska State Standards English Language Arts for Kindergarten
Conventions of Standard English	Conventions of Standard English
CCSS.ELA-LITERACY.L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-LITERACY.L.K.1.A Print many upper- and lowercase letters. CCSS.ELA-LITERACY.L.K.1.B Use frequently occurring nouns and verbs. CCSS.ELA-LITERACY.L.K.1.C Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). CCSS.ELA-LITERACY.L.K.1.D Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). CCSS.ELA-LITERACY.L.K.1.E Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). CCSS.ELA-LITERACY.L.K.1.F Produce and expand complete sentences in shared language activities.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). f. Produce and expand complete sentences in shared language activities.
CCSS.ELA-LITERACY.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.ELA-LITERACY.L.K.2.A Capitalize the first word in a sentence and the pronoun I CCSS.ELA-LITERACY.L.K.2.B Recognize and name end punctuation. CCSS.ELA-LITERACY.L.K.2.C Write a letter or letters for most consonant and short-vowel sounds (phonemes). CCSS.ELA-LITERACY.L.K.2.D Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence, the first letter of the student's name, and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
Knowledge of Language CCSS.ELA-LITERACY.L.K.3 (L.K.3 begins in grade 2)	Knowledge of Language 3. (Begins in grade 2)

Vocabulary Acquisition and Use	Vocabulary Acquisition and Use
CCSS.ELA-LITERACY.L.K.4	
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
CCSS.ELA-LITERACY.L.K.4.A	
Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
CCSS.ELA-LITERACY.L.K.4.B	
Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
CCSS.ELA-LITERACY.L.K.5	
With guidance and support from adults, explore word relationships and nuances in word meanings.	5. With guidance and support from adults, explore word relationships and nuances in word meanings.
CCSS.ELA-LITERACY.L.K.5.A	
Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
CCSS.ELA-LITERACY.L.K.5.B	
Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
CCSS.ELA-LITERACY.L.K.5.C	
Identify real-life connections between words and their use (e.g., note places at school that are colorful).	c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
CCSS.ELA-LITERACY.L.K.5.D	
Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
CCSS.ELA-LITERACY.L.K.6	
Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

**Compare and Contrast the Common Core Reading Foundation Skills in Grade 1 with the
Alaska State Reading Foundation Skills Grade 1**

Common Core Reading Foundational Skills Grade 1	Alaska State Reading Foundational Skills Grade 1
<p>Print Concepts</p> <p>CCSS.ELA-LITERACY.RF.1.1 Demonstrate understanding of the organization and basic features of print.</p> <p>CCSS.ELA-LITERACY.RF.1.1.A Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p>1. Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>
<p>Phonological Awareness</p> <p>CCSS.ELA-LITERACY.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>CCSS.ELA-LITERACY.RF.1.2.A Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>CCSS.ELA-LITERACY.RF.1.2.B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>CCSS.ELA-LITERACY.RF.1.2.C Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>CCSS.ELA-LITERACY.RF.1.2.D Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>
<p>Phonics and Word Recognition</p> <p>CCSS.ELA-LITERACY.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CCSS.ELA-LITERACY.RF.1.3.A Know the spelling-sound correspondences for common consonant digraphs.</p> <p>CCSS.ELA-LITERACY.RF.1.3.B Decode regularly spelled one-syllable words.</p> <p>CCSS.ELA-LITERACY.RF.1.3.C Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>CCSS.ELA-LITERACY.RF.1.3.D Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>CCSS.ELA-LITERACY.RF.1.3.E Decode two-syllable words following basic patterns by breaking the words into syllables.</p>	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p>

<p>CCSS.ELA-LITERACY.RF.1.3.F Read words with inflectional endings.</p> <p>CCSS.ELA-LITERACY.RF.1.3.G Recognize and read grade-appropriate irregularly spelled words.</p>	<p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p>
<p>Fluency</p> <p>CCSS.ELA-LITERACY.RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>CCSS.ELA-LITERACY.RF.1.4.A Read grade-level text with purpose and understanding.</p> <p>CCSS.ELA-LITERACY.RF.1.4.B Read <u>grade</u>-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>CCSS.ELA-LITERACY.RF.1.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

Compare and Contrast the Common Core Reading Standards for Literature in Grade 1 with the Alaska State Standards for Reading Literature in Grade 1

Common Core Standards for Reading Literature Grade 1	Alaska Standards for Reading Literature Grade 1
<p>Key Ideas and Details:</p> <p>CCSS.ELA-LITERACY.RL.1.1 Ask and answer questions about key details in a text.</p> <p>CCSS.ELA-LITERACY.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>CCSS.ELA-LITERACY.RL.1.3 Describe characters, settings, and major events in a story, using key details.</p>	<p>Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Ask and answer questions about a literary text using key details from the text. 2. Retell stories, using key details, and demonstrate understanding their message (e.g., teach a lesson, make you laugh, tell a scary story, tell about an event) or lesson. 3. Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.
<p>Craft and Structure</p> <p>CCSS.ELA-LITERACY.RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>CCSS.ELA-LITERACY.RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>CCSS.ELA-LITERACY.RL.1.6 Identify who is telling the story at various points in a text.</p>	<p>Craft and Structure</p> <ol style="list-style-type: none"> 4. Identify words and phrases in stories, plays, or poems that suggest feelings or appeal to the senses. 5. Explain major differences between books that tell stories and books that give information (fiction, non-fiction, and poetry), drawing on a wide reading of a range of text types. 6. Identify who is telling the story at various points in the text (e.g., a character in the text or a narrator/story teller).
<p>Integration of Knowledge and Ideas</p> <p>CCSS.ELA-LITERACY.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>CCSS.ELA-LITERACY.RL.1.8 (RL.1.8 not applicable to literature)</p> <p>CCSS.ELA-LITERACY.RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p>	<p>Integration of Knowledge and Ideas</p> <ol style="list-style-type: none"> 7. Use illustrations and details in a story read or read aloud to describe its characters, events, setting, or problem-solution. 8. (Not applicable to literature) 9. With prompting and support, compare and contrast the adventures and experiences of characters in stories.
<p>Range of Reading and Level of Text Complexity</p> <p>CCSS.ELA-LITERACY.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	<p>Range of Reading and Level of Complexity</p> <ol style="list-style-type: none"> 10. With prompting and support, read prose and poetry from a variety of cultures of appropriate complexity for grade 1.

Compare and Contrast the Common Core Reading Standards for Informational Texts in Grade 1 with the Alaska State Standards for Reading Informational Texts in Grade 1

Common Core Reading Standards for Informational Texts in Grade 1	The Alaska State Reading Standards for Informational Texts in Grade 1
<p>Key Ideas and Details:</p> <p>CCSS.ELA-LITERACY.RI.1.1 Ask and answer questions about key details in a text.</p> <p>CCSS.ELA-LITERACY.RI.1.2 Identify the main topic and retell key details of a text.</p> <p>CCSS.ELA-LITERACY.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>1. With prompting and support, elicit background/prior knowledge and experience in order to ask and answer questions about an informational text using key details from the text.</p> <p>2. Identify the main topic or author's purpose (e.g., to teach or tell us about ...) and retell key details of a text.</p> <p>3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>
<p>Craft and Structure:</p> <p>CCSS.ELA-LITERACY.RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>CCSS.ELA-LITERACY.RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>CCSS.ELA-LITERACY.RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>5. Know and use various text features (e.g., title, labels with graphics, bold print, visual cues such as arrows, electronic menus, icons) to locate key facts or information in a text.</p> <p>6. Distinguish between information provided by photos or other graphics and information provided by the words in a text.</p>
<p>Integration of Knowledge and Ideas:</p> <p>CCSS.ELA-LITERACY.RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>CCSS.ELA-LITERACY.RI.1.8 Identify the reasons an author gives to support points in a text.</p> <p>CCSS.ELA-LITERACY.RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>7. Use the illustrations and details in a text to describe its key ideas.</p> <p>8. Identify the opinions an author states to support points in a text.</p> <p>9. Identify basic similarities in and differences between information presented in two texts on the same topic (e.g., compare two graphics, descriptions, or steps in a process to make something).</p>
<p>Range of Reading and Level of Text Complexity</p> <p>CCSS.ELA-LITERACY.RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>10. With prompting and support, read informational texts on a range of topics appropriately complex for grade 1, with scaffolding as needed.</p>

**Compare and Contrast the Common Core Writing Standards in Grade 1 with the
Alaska State Writing Standards Grade 1**

Common Core Writing Standards Grade 1	Alaska Writing Standards Grade 1
<p>Text Types and Purposes</p> <p>CCSS.ELA-LITERACY.W.1.1</p> <p>Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>CCSS.ELA-LITERACY.W.1.2</p> <p>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>CCSS.ELA-LITERACY.W.1.3</p> <p>Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>Text Types and Purposes</p> <p>1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion or preference, supply a fact (e.g., because race cars go faster than...) or reason for the opinion, and end with a sentence that restates their opinion related to a feeling or emotion (e.g., it makes me laugh; that was the scariest part).</p> <p>2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure (e.g., restate at the end the most interesting fact or the most important idea shared).</p> <p>3. Use narrative writing to recount two or more real or imagined sequenced events, include some details regarding what happened, who was there, use linking words to signal event order (e.g., first, next, then), and provide an ending (e.g., how the problem was solved; how someone felt at the end).</p>
<p>Production and Distribution of Writing</p> <p>CCSS.ELA-LITERACY.W.1.4 (W.1.4 begins in grade 3)</p> <p>CCSS.ELA-LITERACY.W.1.5</p> <p>With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>CCSS.ELA-LITERACY.W.1.6</p> <p>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>Production and Distribution of Writing</p> <p>4. (Begins in grade 3)</p> <p>5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add concrete and sensory details to strengthen writing as needed.</p> <p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
<p>Research to Build and Present Knowledge</p> <p>CCSS.ELA-LITERACY.W.1.7</p> <p>Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</p> <p>CCSS.ELA-LITERACY.W.1.8</p> <p>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>CCSS.ELA-LITERACY.W.1.9 (W.1.9 begins in grade 4)</p>	<p>Research to Build and Present Knowledge</p> <p>7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions or combine or summarize information/facts learned).</p> <p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>9. (Begins in grade 4)</p>
<p>Range of Writing: CCSS.ELA-LITERACY.W.1.10 (W.1.10 begins in grade 3)</p>	<p>Range of Writing</p> <p>10. (Begins in grade 3)</p>

Compare and Contrast the Common Core Speaking & Listening Standards in Grade 1 with the Alaska State Standards in Speaking & Listening Grade 1

Common Core Speaking & Listening Grade 1	Alaska Speaking & Listening Standards Grade 1
Comprehension and Collaboration CCSS.ELA-LITERACY.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups CCSS.ELA-LITERACY.SL.1.1.A Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). CCSS.ELA-LITERACY.SL.1.1.B Build on others' talk in conversations by responding to the comments of others through multiple exchanges. CCSS.ELA-LITERACY.SL.1.1.C Ask questions to clear up any confusion about the topics and texts under discussion.	Comprehension and Collaboration 1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.
CCSS.ELA-LITERACY.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. CCSS.ELA-LITERACY.SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
Presentation of Knowledge and Ideas CCSS.ELA-LITERACY.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. CCSS.ELA-LITERACY.SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. CCSS.ELA-LITERACY.SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)	Presentation of Knowledge and Ideas 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. 6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

**Compare and Contrast the Common Core English Language Arts Standards for First Grade
with the Alaska State Standards English Language Arts for First Grade**

Common Core English Language Arts Standards for First Grade	Alaska State Standards English Language Arts for First Grade
<p>Conventions of Standard English</p> <p>CCSS.ELA-LITERACY.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-LITERACY.L.1.1.A Print all upper- and lowercase letters.</p> <p>CCSS.ELA-LITERACY.L.1.1.B Use common, proper, and possessive nouns.</p> <p>CCSS.ELA-LITERACY.L.1.1.C Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>CCSS.ELA-LITERACY.L.1.1.D Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>CCSS.ELA-LITERACY.L.1.1.E Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>CCSS.ELA-LITERACY.L.1.1.F Use frequently occurring adjectives.</p> <p>CCSS.ELA-LITERACY.L.1.1.G Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>CCSS.ELA-LITERACY.L.1.1.H Use determiners (e.g., articles, demonstratives).</p> <p>CCSS.ELA-LITERACY.L.1.1.I Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>CCSS.ELA-LITERACY.L.1.1.J Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print all upper- and lowercase letters.</p> <p>b. Use common, proper, and possessive nouns.</p> <p>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>d. Use personal, possessive, and indefinite pronouns (e.g., I me, my; they, them, their, anyone, everything).</p> <p>e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>f. Use frequently occurring adjectives.</p> <p>g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>h. Use determiners (e.g., articles, demonstratives).</p> <p>i. Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>
<p>CCSS.ELA-LITERACY.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCSS.ELA-LITERACY.L.1.2.A Capitalize dates and names of people.</p> <p>CCSS.ELA-LITERACY.L.1.2.B Use end punctuation for sentences.</p>	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people.</p> <p>b. Use end punctuation for sentences.</p>

<p>CCSS.ELA-LITERACY.L.1.2.C Use commas in dates and to separate single words in a series.</p> <p>CCSS.ELA-LITERACY.L.1.2.D Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>CCSS.ELA-LITERACY.L.1.2.E Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p>c. Use commas in dates and to separate single words in a series.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
<p>Knowledge of Language CCSS.ELA-LITERACY.L.1.3 (L.1.3 begins in grade 2)</p>	<p>Knowledge of Language 3. (Begins in grade 2)</p>
<p>Vocabulary Acquisition and Use</p> <p>CCSS.ELA-LITERACY.L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>CCSS.ELA-LITERACY.L.1.4.A Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>CCSS.ELA-LITERACY.L.1.4.B Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>CCSS.ELA-LITERACY.L.1.4.C Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>	<p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>
<p>CCSS.ELA-LITERACY.L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>CCSS.ELA-LITERACY.L.1.5.A Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>CCSS.ELA-LITERACY.L.1.5.B Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p>CCSS.ELA-LITERACY.L.1.5.C Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>CCSS.ELA-LITERACY.L.1.5.D Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>	<p>5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>

CCSS.ELA-LITERACY.L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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**Compare and Contrast the Common Core Reading Foundational Skills in Grade 2 with the
Alaska State Standards in Reading Foundation Skills for Grade 2**

Common Core Reading Foundation Skill Grade 2	Alaska Reading Foundation Skill Grade 2
<p>Phonics and Word Recognition</p> <p>CCSS.ELA-LITERACY.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CCSS.ELA-LITERACY.RF.2.3.A Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>CCSS.ELA-LITERACY.RF.2.3.B Know spelling-sound correspondences for additional common vowel teams.</p> <p>CCSS.ELA-LITERACY.RF.2.3.C Decode regularly spelled two-syllable words with long vowels.</p> <p>CCSS.ELA-LITERACY.RF.2.3.D Decode words with common prefixes and suffixes.</p> <p>CCSS.ELA-LITERACY.RF.2.3.E Identify words with inconsistent but common spelling-sound correspondences.</p> <p>CCSS.ELA-LITERACY.RF.2.3.F Recognize and read grade-appropriate irregularly spelled words.</p>	<p>Phonics and Word Recognition <i>(There is no #1 & #2 for Grade 2; it begins with #3)</i></p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p>
<p>Fluency</p> <p>CCSS.ELA-LITERACY.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>CCSS.ELA-LITERACY.RF.2.4.A Read grade-level text with purpose and understanding.</p> <p>CCSS.ELA-LITERACY.RF.2.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>CCSS.ELA-LITERACY.RF.2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Fluency</p> <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

Compare and Contrast Common Core Reading Standards for Literature in Grade 2 and the Alaska State Standards in Reading Literature for Grade 2

Common Core Reading Standards for Literature in Grade 2	Alaska State Reading Standards for Literature in Grade 2
<p>Key Ideas and Details</p> <p>CCSS.ELA-LITERACY.RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>CCSS.ELA-LITERACY.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>CCSS.ELA-LITERACY.RL.2.3 Describe how characters in a story respond to major events and challenges.</p>	<p>Key Ideas and Details</p> <p>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of a literary text using key details from the text.</p> <p>2. Retell stories, including fables and folktales from diverse cultures, and determine the author's purpose (e.g., teach a lesson, make you laugh, tell a scary story, describe an imaginary place), lesson or moral.</p> <p>3. Describe how characters in a story, play or poem respond to major events, problems, and challenges.</p>
<p>Craft and Structure</p> <p>CCSS.ELA-LITERACY.RL.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.</p> <p>CCSS.ELA-LITERACY.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>CCSS.ELA-LITERACY.RL.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.</p>	<p>Craft and Structure</p> <p>4. Identify words and phrases that supply rhythm or sensory images and meaning in a story, poem, or song (e.g., regular beats, alliteration, rhymes, repeated lines) and describe how they make a reader feel or what a reader might see in his or her mind.</p> <p>5. Describe the overall structure of a story, including describing how the beginning introduces the story (who, what, why, where), the middle describes the problem (how characters react or feel and what they do), and the ending concludes the action or tells how the problem was solved.</p> <p>6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>
<p>Integration of Knowledge and Ideas:</p> <p>CCSS.ELA-LITERACY.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>CCSS.ELA-LITERACY.RL.2.8 (RL.2.8 not applicable to literature)</p> <p>CCSS.ELA-LITERACY.RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	<p>Integration of Knowledge and Ideas</p> <p>7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot (e.g., problem-solution; chronology).</p> <p>8. (Not applicable to literature)</p> <p>9. Compare and contrast two or more versions of the same story/text (e.g., Cinderella stories) by different authors or from different cultures.</p>
<p>Range of Reading and Level of Text Complexity</p> <p>CCSS.ELA-LITERACY.RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Range of Reading and Level of Text Complexity</p> <p>10. By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 2 (from upper grade 1 to grade 3), with scaffolding as needed at the high end of the range</p>

Compare and Contrast Common Core Reading Standards for Informational Text in Grade 2 and the Alaska State Standards in Reading Informational Texts for Grade 2

Common Core Reading Standards; Informational Text in Grade 2	Alaska State Reading Standards; Informational Text in Grade 2
<p>Key Ideas and Details</p> <p>CCSS.ELA-LITERACY.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>CCSS.ELA-LITERACY.RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>CCSS.ELA-LITERACY.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of informational texts using key details from the text. 2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. 3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<p>Craft and Structure</p> <p>CCSS.ELA-LITERACY.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>CCSS.ELA-LITERACY.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>CCSS.ELA-LITERACY.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>Craft and Structure</p> <ol style="list-style-type: none"> 4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. 5. Know and use various text features (e.g., captions, bold print, headings, charts, bulleted or numbered lists, electronic menus, icons) to locate key facts or information in a text efficiently. 6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
<p>Integration of Knowledge and Ideas</p> <p>CCSS.ELA-LITERACY.RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>CCSS.ELA-LITERACY.RI.2.8 Describe how reasons support specific points the author makes in a text.</p> <p>CCSS.ELA-LITERACY.RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>Integration of Knowledge and Ideas</p> <ol style="list-style-type: none"> 7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. 8. Describe how reasons given support specific opinions the author states in a text. 9. Compare and contrast the most important points presented by two texts or related topics (e.g., a book about polar bears and a book about black bears).
<p>Range of Reading and Level of Text Complexity</p> <p>CCSS.ELA-LITERACY.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Range of Reading and Level of Text Complexity</p> <ol style="list-style-type: none"> 10. By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 2 (from upper grade 1 to grade 3), with scaffolding as needed at the high end of the range.

**Compare and Contrast the Common Core Writing Standards for Grade 2 with the
Alaska Standards in Writing in Grade 2.**

Common Core Writing Standards for Grade 2	Alaska Standards in Writing in Grade 2
<p>Text Types and Purposes</p> <p>CCSS.ELA-LITERACY.W.2.1</p> <p>Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>CCSS.ELA-LITERACY.W.2.2</p> <p>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>CCSS.ELA-LITERACY.W.2.3</p> <p>Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p>Text Types and Purposes</p> <p>1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide one or more concluding sentences that restate or paraphrase their opinion.</p> <p>2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or one or more concluding sentences that emphasize their most important point or focus.</p> <p>3. Use narrative writing to retell a well-elaborated event or short sequence of real or imagined events, include details to describe actions, thoughts, and feelings, use linking words to signal event order, and provide one or more concluding sentences that restate or emphasize a feeling or lesson learned.</p>
<p>Production and Distribution of Writing</p> <p>CCSS.ELA-LITERACY.W.2.4 (W.2.4 begins in grade 3)</p> <p>CCSS.ELA-LITERACY.W.2.5</p> <p>With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>CCSS.ELA-LITERACY.W.2.6</p> <p>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>Production and Distribution of Writing</p> <p>4. (Begins in grade 3)</p> <p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed (e.g., adding concrete and sensory details; elaborating on how the details chosen support the focus) by revising and editing.</p> <p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers</p>
<p>Research to Build and Present Knowledge</p> <p>CCSS.ELA-LITERACY.W.2.7</p> <p>Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>CCSS.ELA-LITERACY.W.2.8</p> <p>Recall information from experiences or gather information from provided sources to answer a question.</p> <p>CCSS.ELA-LITERACY.W.2.9 (W.2.9 begins in grade 4)</p>	<p>Research to Build and Present Knowledge</p> <p>7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report or visual or oral presentation; record data from science observations).</p> <p>8. Recall information from experiences or gather information from provided sources to answer a question.</p> <p>9. (Begins in grade 4)</p>
<p>Range of Writing: CCSS.ELA-LITERACY.W.2.10 (W.2.10 begins in grade 3)</p>	<p>10. (Begins in grade 3)</p>

Compare and Contrast the Common Core Speaking and Listening Standards for Grade 2 with the Alaska Standards in Speaking and Listening for Grade 2.

Common Core Speaking & Listening Standards Grade 2	Alaska State Speaking & Listening Standards Grade 2
<p>Comprehension and Collaboration:</p> <p>CCSS.ELA-LITERACY.SL.2.1</p> <p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>CCSS.ELA-LITERACY.SL.2.1.A</p> <p>Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>CCSS.ELA-LITERACY.SL.2.1.B</p> <p>Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>CCSS.ELA-LITERACY.SL.2.1.C</p> <p>Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<p>Comprehension and Collaboration</p> <p>1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussions.</p>
<p>CCSS.ELA-LITERACY.SL.2.2</p> <p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>CCSS.ELA-LITERACY.SL.2.3</p> <p>Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.[sic]</p>	<p>2. Retell or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.[sic]</p>
<p>Presentation of Knowledge and Ideas</p> <p>CCSS.ELA-LITERACY.SL.2.4</p> <p>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>CCSS.ELA-LITERACY.SL.2.5</p> <p>Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>CCSS.ELA-LITERACY.SL.2.6</p> <p>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)</p>	<p>Presentation of Knowledge and Ideas</p> <p>4. Tell a story or retell an experience with relevant facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)</p>

**Compare and Contrast the Common Core English Language Arts Standards for Second Grade
with the Alaska State Standards English Language Arts for Second Grade**

Common Core English Language Arts Standards for Second Grade	Alaska State Standards English Language Arts for Second Grade
<p>Conventions of Standard English</p> <p>CCSS.ELA-LITERACY.L.2.1</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-LITERACY.L.2.1.A</p> <p>Use collective nouns (e.g., group).</p> <p>CCSS.ELA-LITERACY.L.2.1.B</p> <p>Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>CCSS.ELA-LITERACY.L.2.1.C</p> <p>Use reflexive pronouns (e.g., myself, ourselves).</p> <p>CCSS.ELA-LITERACY.L.2.1.D</p> <p>Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>CCSS.ELA-LITERACY.L.2.1.E</p> <p>Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>CCSS.ELA-LITERACY.L.2.1.F</p> <p>Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p>	<p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use collective nouns (e.g., group).</p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>c. Use reflexive pronouns (e.g., myself, ourselves).</p> <p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p>
<p>CCSS.ELA-LITERACY.L.2.2</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCSS.ELA-LITERACY.L.2.2.A</p> <p>Capitalize holidays, product names, and geographic names.</p> <p>CCSS.ELA-LITERACY.L.2.2.B</p> <p>Use commas in greetings and closings of letters.</p> <p>CCSS.ELA-LITERACY.L.2.2.C</p> <p>Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>CCSS.ELA-LITERACY.L.2.2.D</p> <p>Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>CCSS.ELA-LITERACY.L.2.2.E</p> <p>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize holidays, product names, and geographic names.</p> <p>b. Use commas in greetings and closing of letters.</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>

<p>Knowledge of Language</p> <p>CCSS.ELA-LITERACY.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>CCSS.ELA-LITERACY.L.2.3.A Compare formal and informal uses of English</p>	<p>Knowledge of Language</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare formal and informal uses of English.</p>
<p>Vocabulary Acquisition and Use:</p> <p>CCSS.ELA-LITERACY.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>CCSS.ELA-LITERACY.L.2.4.A Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>CCSS.ELA-LITERACY.L.2.4.B Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p>CCSS.ELA-LITERACY.L.2.4.C Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>CCSS.ELA-LITERACY.L.2.4.D Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>CCSS.ELA-LITERACY.L.2.4.E Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>e. Use glossaries and beginning picture dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>
<p>CCSS.ELA-LITERACY.L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>CCSS.ELA-LITERACY.L.2.5.A Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>CCSS.ELA-LITERACY.L.2.5.B Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>	<p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>
<p>CCSS.ELA-LITERACY.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>	<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>

**Compare and Contrast the Common Core Standards in Reading Foundation Skills for Grade 3 with
the Alaska State Standards for Reading Foundation Skills in Grade 3.**

Common Core Standards in Reading Foundation Skills Grade 3	Alaska State Standards for Reading Foundation Skills in Grade 3.
<p>Phonics and Word Recognition</p> <p>CCSS.ELA-LITERACY.RF.3.3</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CCSS.ELA-LITERACY.RF.3.3.A</p> <p>Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>CCSS.ELA-LITERACY.RF.3.3.B</p> <p>Decode words with common Latin suffixes.</p> <p>CCSS.ELA-LITERACY.RF.3.3.C</p> <p>Decode multi-syllable words.</p> <p>CCSS.ELA-LITERACY.RF.3.3.D</p> <p>Read grade-appropriate irregularly spelled words.</p>	<p>Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Decode multi-syllable words.</p> <p>d. Read grade-appropriate irregularly spelled words.</p>
<p>Fluency</p> <p>CCSS.ELA-LITERACY.RF.3.4</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>CCSS.ELA-LITERACY.RF.3.4.A</p> <p>Read grade-level text with purpose and understanding.</p> <p>CCSS.ELA-LITERACY.RF.3.4.B</p> <p>Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>CCSS.ELA-LITERACY.RF.3.4.C</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Fluency</p> <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

**Compare and Contrast the Common Core Standards in Reading Literature for Grade 3
with the Alaska State Standards for Reading Literature in Grade 3.**

Common Core- Reading Literature-Grade 3	Alaska Standards -Reading Literature-Grade 3
<p>Key Ideas and Details</p> <p>CCSS.ELA-LITERACY.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CCSS.ELA-LITERACY.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>CCSS.ELA-LITERACY.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events</p>	<p>Key Ideas and Details</p> <p>1. Ask and answer questions to demonstrate understanding of a text (e.g., making basic inferences and predictions), referring explicitly to details from the text as the basis for the answers.</p> <p>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.</p> <p>3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events (e.g., creating or solving a problem).</p>
<p>Craft and Structure</p> <p>CCSS.ELA-LITERACY.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing <u>literal from nonliteral language</u>.</p> <p>CCSS.ELA-LITERACY.RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>CCSS.ELA-LITERACY.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal meanings from use of figurative language (e.g., exaggeration in tall tales).</p> <p>5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>6. Distinguish their own point of view from that of the narrator or those of the characters.</p>
<p>Integration of Knowledge and Ideas</p> <p>CCSS.ELA-LITERACY.RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)</p> <p>CCSS.ELA-LITERACY.RL.3.8 not applicable to literature</p> <p>CCSS.ELA-LITERACY.RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)</p>	<p>Integration of Knowledge and Ideas</p> <p>7. Explain how specific aspects of text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>8. (Not applicable to literature)</p> <p>9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>
<p>Range of Reading and Level of Text Complexity</p> <p>CCSS.ELA-LITERACY.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p>	<p>Range of Reading and Level of Text Complexity</p> <p>10. By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 3 (from upper grade 2 to grade 4), with scaffolding as needed at the high end of the range</p>

**Compare and Contrast the Common Core Standards in Reading Informational Texts for Grade 3
with the Alaska State Standards for Reading Informational Texts in Grade 3.**

Common Core- Informational Texts- Grade 3	Alaska- Informational Texts- Grade 3
<p>Key Ideas and Details</p> <p>CCSS.ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CCSS.ELA-LITERACY.RI.3.2 Determine the main idea of a text; <u>recount</u> the key details <u>and explain how they support the main idea</u>.</p> <p>CCSS.ELA-LITERACY.RI.3.3 Describe the relationship between <u>a series of historical</u> events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p>Key Ideas and Details</p> <p>1. With prompting and support, elicit background/prior knowledge and experience in order to ask and answer questions about an informational text using key details from the text.</p> <p>2. With prompting and support, identify the main topic and retell key details of a text.</p> <p>3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>
<p>Craft and Structure</p> <p>CCSS.ELA-LITERACY.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>CCSS.ELA-LITERACY.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>CCSS.ELA-LITERACY.RI.3.6 Distinguish their own point of view from that of the author of a text.</p>	<p>Craft and Structure</p> <p>4. With prompting and support, ask and answer questions about unknown words in a text.</p> <p>5. Identify the front cover, back cover, and title page of a book.</p> <p>6. Name the author and illustrator of a text and describe the role of each in presenting the ideas or information in a text.</p>
<p>Integration of Knowledge and Ideas</p> <p>CCSS.ELA-LITERACY.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>CCSS.ELA-LITERACY.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>CCSS.ELA-LITERACY.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>Integration of Knowledge and Ideas</p> <p>7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>8. With prompting and support, identify the opinions an author states in a text.</p> <p>9. With prompting and support, identify basic similarities in and differences between information presented in two texts on the same topic (e.g., compare two photos or diagrams, compare two animal babies).</p>

Range of Reading and Level of Text Complexity	Range of Reading and Level of Text Complexity
<p>CCSS.ELA-LITERACY.RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.</p>	<p>10. Actively engage in shared reading activities using a range of topics and texts with purpose and understanding, with scaffolding as needed.</p>

**Compare and Contrast the Common Core Standards in Writing for Grade 3
with the Alaska State Standards in Writing for Grade 3.**

Common Core Writing-Grade 3	Alaska State Standards in Writing for Grade 3
<p>Text Types and Purposes</p> <p>CCSS.ELA-LITERACY.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>CCSS.ELA-LITERACY.W.3.1.A Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>CCSS.ELA-LITERACY.W.3.1.B Provide reasons that support the opinion.</p> <p>CCSS.ELA-LITERACY.W.3.1.C Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>CCSS.ELA-LITERACY.W.3.1.D Provide a concluding statement or section.</p>	<p>Text Types and Purposes</p> <p>1. Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons (e.g., I like large dogs better than small dogs because they can pull a sled and run for a longer time than small dogs can).</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists fact- or text-based reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Link opinion and reasons using words and phrases (e.g., because, therefore, since, for example).</p> <p>d. Provide a concluding statement or section that reinforces or restates the opinion.</p>
<p>CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CCSS.ELA-LITERACY.W.3.2.A Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>CCSS.ELA-LITERACY.W.3.2.B Develop the topic with facts, definitions, and details.</p> <p>CCSS.ELA-LITERACY.W.3.2.C Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>CCSS.ELA-LITERACY.W.3.2.D Provide a concluding statement or section.</p>	<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include labeled or captioned visuals when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, details, and explanations that support the focus.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section that paraphrases the focus of the text.</p>
<p>CCSS.ELA-LITERACY.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>CCSS.ELA-LITERACY.W.3.3.A Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>CCSS.ELA-LITERACY.W.3.3.B Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p>	<p>3. Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language), and clear event sequences (chronology).</p> <p>a. Establish a context or situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description and elaboration, and concrete and sensory details to describe actions, thoughts, and feelings and to develop experiences and events showing the response of characters to situations or problems.</p>

<p>CCSS.ELA-LITERACY.W.3.3.C Use temporal words and phrases to signal event order.</p> <p>CCSS.ELA-LITERACY.W.3.3.D Provide a sense of closure.</p>	<p>c. Use transitional words and phrases to signal event sequences (e.g., later, soon after).</p> <p>d. Provide a sense of closure (e.g., how a problem was solved or how the event ended).</p>
<p>Production and Distribution of Writing</p> <p>CCSS.ELA-LITERACY.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>CCSS.ELA-LITERACY.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)</p> <p>CCSS.ELA-LITERACY.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	<p>Production and Distribution of Writing</p> <p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.)</p> <p>6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others and to locate information about topics.</p>
<p>Research to Build and Present Knowledge</p> <p>CCSS.ELA-LITERACY.W.3.7 Conduct short research projects that build knowledge about a topic.</p> <p>CCSS.ELA-LITERACY.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>CCSS.ELA-LITERACY.W.3.9 (W.3.9 begins in grade 4)</p>	<p>Research to Build and Present Knowledge</p> <p>7. Conduct short research projects that build knowledge about a topic.</p> <p>8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>9. (Begins in grade 4)</p>
<p>Range of Writing</p> <p>CCSS.ELA-LITERACY.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

**Compare and Contrast the Common Core Standards for Speaking & Listening Grade 3
with the Alaska State Standards for Speaking & Listening in Grade 3.**

Common Core Speaking & Listening-Grade 3	Alaska Standards-Speaking & Listening-Grade 3
<p>Comprehension and Collaboration:</p> <p>CCSS.ELA-LITERACY.SL.3.1</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-LITERACY.SL.3.1.A</p> <p>Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>CCSS.ELA-LITERACY.SL.3.1.B</p> <p>Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>CCSS.ELA-LITERACY.SL.3.1.C</p> <p>Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>CCSS.ELA-LITERACY.SL.3.1.D</p> <p>Explain their own ideas and understanding in light of the discussion.</p>	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. After learning a protocol (e.g., Socratic method), come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p> <p>2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3. Ask and answer questions about information from a speaker, offering appropriate elaboration or explanations and detail.</p>
<p>CCSS.ELA-LITERACY.SL.3.2</p> <p>Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CCSS.ELA-LITERACY.SL.3.3</p> <p>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>5. Create audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; use techniques that engage the listener (e.g., inflection, different voices); and add visual displays when appropriate to emphasize or enhance certain facts or details.</p>
<p>Presentation of Knowledge and Ideas</p> <p>CCSS.ELA-LITERACY.SL.3.4</p> <p>Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>CCSS.ELA-LITERACY.SL.3.5</p> <p>Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>	<p>Presentation of Knowledge and Ideas</p> <p>4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>5. Create audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; use techniques that engage the listener (e.g., inflection, different voices); and add visual displays when appropriate to emphasize or enhance certain facts or details.</p>

CCSS.ELA-LITERACY.SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)	6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
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Compare and Contrast the Common Core English Language Arts Standards Grade 3 and the Alaska State Standards in English Language Arts Grade 3

Common Core English Language Arts Standards Grade 3	Alaska State Standards in English Language Arts Grade 3
<p>Conventions of Standard English</p> <p>CCSS.ELA-LITERACY.L.3.1</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-LITERACY.L.3.1.A</p> <p>Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>CCSS.ELA-LITERACY.L.3.1.B</p> <p>Form and use regular and irregular plural nouns.</p> <p>CCSS.ELA-LITERACY.L.3.1.C</p> <p>Use abstract nouns (e.g., childhood).</p> <p>CCSS.ELA-LITERACY.L.3.1.D</p> <p>Form and use regular and irregular verbs.</p> <p>CCSS.ELA-LITERACY.L.3.1.E</p> <p>Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>CCSS.ELA-LITERACY.L.3.1.F</p> <p>Ensure subject-verb and pronoun-antecedent agreement.*</p> <p>CCSS.ELA-LITERACY.L.3.1.G</p> <p>Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>CCSS.ELA-LITERACY.L.3.1.H</p> <p>Use coordinating and subordinating conjunctions.</p> <p>CCSS.ELA-LITERACY.L.3.1.I</p> <p>Produce simple, compound, and complex sentences.</p> <p>CCSS.ELA-LITERACY.L.3.2</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCSS.ELA-LITERACY.L.3.2.A</p> <p>Capitalize appropriate words in titles.</p> <p>CCSS.ELA-LITERACY.L.3.2.B</p> <p>Use commas in addresses.</p> <p>CCSS.ELA-LITERACY.L.3.2.C</p> <p>Use commas and quotation marks in dialogue.</p> <p>CCSS.ELA-LITERACY.L.3.2.D</p> <p>Form and use possessives.</p>	<p>Conventions of Standard English</p> <ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose in order to apply the conventions of English. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., childhood). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement.* g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences. <ol style="list-style-type: none"> 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives.

<p>CCSS.ELA-LITERACY.L.3.2.E Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>CCSS.ELA-LITERACY.L.3.2.F Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>CCSS.ELA-LITERACY.L.3.2.G Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spelling.</p>
<p>Knowledge of Language</p> <p>CCSS.ELA-LITERACY.L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>CCSS.ELA-LITERACY.L.3.3.A Choose words and phrases for effect.*</p> <p>CCSS.ELA-LITERACY.L.3.3.B Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>Knowledge of Language</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect.*</p> <p>b. Recognize and observe differences between the conventions of spoken and written standard English.</p>
<p>Vocabulary Acquisition and Use</p> <p>CCSS.ELA-LITERACY.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>CCSS.ELA-LITERACY.L.3.4.A Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>CCSS.ELA-LITERACY.L.3.4.B Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>CCSS.ELA-LITERACY.L.3.4.C Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>CCSS.ELA-LITERACY.L.3.4.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use a sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of a new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
<p>CCSS.ELA-LITERACY.L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>	<p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p>

<p>CCSS.ELA-LITERACY.L.3.5.A Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>CCSS.ELA-LITERACY.L.3.5.B Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>CCSS.ELA-LITERACY.L.3.5.C Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>	<p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p> <p>c. Distinguish shades of meaning among related words (e.g., words that describe states of mind or degrees of certainty, such as <i>knew</i>, <i>believed</i>).</p>
<p>CCSS.ELA-LITERACY.L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<p>6. Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>

**Compare and Contrast the Common Core Foundational Reading Skills for Grade 4
With the Alaska Foundational Reading Skills for Grade 4**

Common Core Foundational Reading Skills for Grade 4	Alaska Foundational Reading Skills for Grade 4
<p>Phonics and Word Recognition</p> <p>CCSS.ELA-LITERACY.RF.4.3</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CCSS.ELA-LITERACY.RF.4.3.A</p> <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
<p>Fluency</p> <p>CCSS.ELA-LITERACY.RF.4.4</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>CCSS.ELA-LITERACY.RF.4.4.A</p> <p>Read grade-level text with purpose and understanding.</p> <p>CCSS.ELA-LITERACY.RF.4.4.B</p> <p>Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>CCSS.ELA-LITERACY.RF.4.4.C</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Fluency</p> <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

**Compare and Contrast the Common Core Reading Standards for Literature for Grade 4 with
the Alaska Reading Standards for Literature for Grade 4**

Common Core Reading - Literature Grade 4	Alaska Reading Standards - Literature - Grade 4
<p>Key Ideas and Details</p> <p>CCSS.ELA-LITERACY.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CCSS.ELA-LITERACY.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>CCSS.ELA-LITERACY.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p>	<p>Key Ideas and Details</p> <p>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>2. Determine a theme or author's message or purpose of a story, drama, or poem using details and evidence from the text as support; summarize main ideas or events, in correct sequence, including how conflicts are resolved.</p> <p>3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p>
<p>Craft and Structure</p> <p>CCSS.ELA-LITERACY.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p>CCSS.ELA-LITERACY.RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>CCSS.ELA-LITERACY.RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p>Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including use of figurative language and literary devices (e.g., imagery, metaphors, similes).</p> <p>5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse and rhythm) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>6. Compare and contrast the point of view from which different stories are narrated, including how the use of first or third person can change the way a reader might see characters or events described.</p>
<p>Integration of Knowledge and Ideas</p> <p>CCSS.ELA-LITERACY.RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p>CCSS.ELA-LITERACY.RL.4.8 (RL.4.8 not applicable to literature)</p> <p>CCSS.ELA-LITERACY.RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) <u>in stories, myths, and traditional literature from different cultures</u>.</p>	<p>Integration of Knowledge and Ideas</p> <p>7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p>8. (Not applicable to literature)</p> <p>9. Compare and contrast the treatment of similar themes and plots (e.g., opposition of good and evil) and patterns of events (e.g., the quest) <u>in literature</u>.</p>

Range of Reading and Level of Text Complexity CCSS.ELA-LITERACY.RL.4.10	Range of Reading and Level of Text Complexity
By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 4 (from upper grade 3 to grade 5), with scaffolding as needed at the high end of the range.

**Compare and Contrast the Common Core Standards for Reading Informational Texts for Grade 4
with the Alaska Standards for Reading Informational Texts for Grade 4**

Common Core Standards for Reading Informational Texts for Grade 4	Alaska Standards for Reading Informational Texts for Grade 4
<p>Key Ideas and Details</p> <p>CCSS.ELA-LITERACY.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CCSS.ELA-LITERACY.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>CCSS.ELA-LITERACY.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p>Key Ideas and Details</p> <p>1. Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text.</p> <p>2. Determine the main idea of a text and explain how it is supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.</p> <p>3. Explain relationships (e.g., cause-effect) among events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>
<p>Craft and Structure</p> <p>CCSS.ELA-LITERACY.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>CCSS.ELA-LITERACY.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>CCSS.ELA-LITERACY.RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p>Craft and Structure</p> <p>4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>5. Describe the overall structure (e.g., sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>6. Determine author's purpose; compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>
<p>Integration of Knowledge and Ideas</p> <p>CCSS.ELA-LITERACY.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>CCSS.ELA-LITERACY.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>CCSS.ELA-LITERACY.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Integration of Knowledge and Ideas</p> <p>7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>8. Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>9. Integrate information from two texts on the same topic or related topics in order to write or speak about the subject knowledgeably.</p>

Range of Reading and Level of Text Complexity	Range of Reading and Level of Text Complexity
<p>CCSS.ELA-LITERACY.RI.4.10</p> <p>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>10. By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 4 (from upper grade 3 to grade 5), with scaffolding as needed at the high end of the range.</p>

**Compare and Contrast the Common Core Writing Standards for Grade 4 with
the Alaska Writing Standards for Grade 4**

Common Core Writing Standards for Grade 4	Alaska Writing Standards for Grade 4
<p>Text Types and Purposes CCSS.ELA-LITERACY.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>CCSS.ELA-LITERACY.W.4.1.A Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>CCSS.ELA-LITERACY.W.4.1.B Provide reasons that are supported by facts and details.</p> <p>CCSS.ELA-LITERACY.W.4.1.C Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p> <p>CCSS.ELA-LITERACY.W.4.1.D Provide a concluding statement or section related to the opinion presented.</p>	<p>Text Types and Purposes</p> <p>1. Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons and information (e.g., The character ___ was brave because she ___).</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p> <p>d. Provide a concluding statement or section that reinforces or restates the opinion presented</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section that paraphrases the focus of the text or explanation presented.</p>

<p>CCSS.ELA-LITERACY.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>CCSS.ELA-LITERACY.W.4.3.A Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>CCSS.ELA-LITERACY.W.4.3.B Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>CCSS.ELA-LITERACY.W.4.3.C Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>CCSS.ELA-LITERACY.W.4.3.D Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>CCSS.ELA-LITERACY.W.4.3.E Provide a conclusion that follows from the narrated experiences or events.</p>	<p>3. Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology).</p> <p>a. Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description and elaboration, and concrete and sensory details to describe actions, thoughts, and motivations and to develop experiences and events showing the responses of characters to situations, problems, or conflicts.</p> <p>c. Use a variety of transitional words and phrases to develop the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details, and elaboration to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>
<p>Production and Distribution of Writing</p> <p>CCSS.ELA-LITERACY.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>CCSS.ELA-LITERACY.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)</p> <p>CCSS.ELA-LITERACY.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)</p> <p>6. With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others and to locate information about topics; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>

<p>Research to Build and Present Knowledge</p> <p>CCSS.ELA-LITERACY.W.4.7</p> <p>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>CCSS.ELA-LITERACY.W.4.8</p> <p>Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	<p>Research to Build and Present Knowledge</p> <p>7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>
<p>CCSS.ELA-LITERACY.W.4.9</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-LITERACY.W.4.9.A</p> <p>Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").</p> <p>CCSS.ELA-LITERACY.W.4.9.B</p> <p>Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").</p>	<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").</p> <p>b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").</p>
<p>Range of Writing</p> <p>CCSS.ELA-LITERACY.W.4.10</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

**Compare and Contrast the Common Core Speaking & Listening Standards for Grade 4 with
the Alaska Speaking & Listening Standards for Grade 4**

Common Core Speaking & Listening Standards – Gr. 4	Alaska Speaking & Listening Standards for Grade 4
<p>Comprehension and Collaboration</p> <p>CCSS.ELA-LITERACY.SL.4.1</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-LITERACY.SL.4.1.A</p> <p>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>CCSS.ELA-LITERACY.SL.4.1.B</p> <p>Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>CCSS.ELA-LITERACY.SL.4.1.C</p> <p>Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>CCSS.ELA-LITERACY.SL.4.1.D</p> <p>Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p>Comprehension and Collaboration</p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>
<p>CCSS.ELA-LITERACY.SL.4.2</p> <p>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CCSS.ELA-LITERACY.SL.4.3</p> <p>Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3. Identify the reasons and evidence a speaker provides to support particular points (e.g., using a graphic organizer to show connections between reasons given and support provided).</p>
<p>Presentation of Knowledge and Ideas</p> <p>CCSS.ELA-LITERACY.SL.4.4</p> <p>Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>Presentation of Knowledge and Ideas</p> <p>4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>
<p>CCSS.ELA-LITERACY.SL.4.5</p> <p>Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes and to engage listeners more fully.</p>

CCSS.ELA-LITERACY.SL.4.6

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 here for specific expectations.)

6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)

**Compare and Contrast the Common Core ELA Standards for Grade 4 with
the Alaska ELA Standards for Grade 4**

Common Core ELA Standards for Grade 4	Alaska ELA Standards for Grade 4
<p>Conventions of Standard English</p> <p>CCSS.ELA-LITERACY.L.4.1</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-LITERACY.L.4.1.A</p> <p>Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>CCSS.ELA-LITERACY.L.4.1.B</p> <p>Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>CCSS.ELA-LITERACY.L.4.1.C</p> <p>Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>CCSS.ELA-LITERACY.L.4.1.D</p> <p>Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>CCSS.ELA-LITERACY.L.4.1.E</p> <p>Form and use prepositional phrases.</p> <p>CCSS.ELA-LITERACY.L.4.1.F</p> <p>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>CCSS.ELA-LITERACY.L.4.1.G</p> <p>Correctly use frequently confused words (e.g., to, too, two; there, their).*</p>	<p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns (who, whose, whom, which, that), and relative adverbs (where, when, why) appropriate to function and purpose in order to apply the conventions of English.</p> <p>b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>g. Correctly use frequently confused words (e.g., to, too, two, there, their).*</p>
<p>CCSS.ELA-LITERACY.L.4.2</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCSS.ELA-LITERACY.L.4.2.A</p> <p>Use correct capitalization.</p> <p>CCSS.ELA-LITERACY.L.4.2.B</p> <p>Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>CCSS.ELA-LITERACY.L.4.2.C</p> <p>Use a comma before a coordinating conjunction in a compound sentence.</p> <p>CCSS.ELA-LITERACY.L.4.2.D</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>

<p>Knowledge of Language</p> <p>CCSS.ELA-LITERACY.L.4.3</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>CCSS.ELA-LITERACY.L.4.3.A</p> <p>Choose words and phrases to convey ideas precisely.*</p> <p>CCSS.ELA-LITERACY.L.4.3.B</p> <p>Choose punctuation for effect.*</p> <p>CCSS.ELA-LITERACY.L.4.3.C</p> <p>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases to convey ideas precisely.*</p> <p>b. Choose punctuation for effect.*</p> <p>c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>
<p>Vocabulary Acquisition and Use</p> <p>CCSS.ELA-LITERACY.L.4.4</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>CCSS.ELA-LITERACY.L.4.4.A</p> <p>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>CCSS.ELA-LITERACY.L.4.4.B</p> <p>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>CCSS.ELA-LITERACY.L.4.4.C</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Determine meaning of unfamiliar words by using knowledge of phonetics, word structure, and language structure through reading words in text (word order, grammar, syntax), use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
<p>CCSS.ELA-LITERACY.L.4.5</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>CCSS.ELA-LITERACY.L.4.5.A</p> <p>Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>CCSS.ELA-LITERACY.L.4.5.B</p> <p>Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>CCSS.ELA-LITERACY.L.4.5.C</p> <p>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>

CCSS.ELA-LITERACY.L.4.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

6. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

**Compare and Contrast the Common Core Foundational Reading Skills for Grade 5
With the Alaska Foundational Reading Skills for Grade 5**

Common Core Foundational Reading Skills--Grade 5	Alaska Foundational Reading Skills--Grade 5
<p>Phonics and Word Recognition CCSS.ELA-LITERACY.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words. CCSS.ELA-LITERACY.RF.5.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
<p>Fluency CCSS.ELA-LITERACY.RF.5.4 Read with sufficient accuracy and fluency to support comprehension. CCSS.ELA-LITERACY.RF.5.4.A Read grade-level text with purpose and understanding. CCSS.ELA-LITERACY.RF.5.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-LITERACY.RF.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Fluency 4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

Compare and Contrast the Common Core Reading Standards for Literature for Grade 5
With the Alaska Reading Standards for Literature for Grade 5

Common Core Reading Standards for Literature Grade 5	Alaska Reading Standards for Literature Grade 5
<p>Key Ideas and Details</p> <p>CCSS.ELA-LITERACY.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CCSS.ELA-LITERACY.RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>CCSS.ELA-LITERACY.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>	<p>Key Ideas and Details</p> <p>1. Locate explicit information in the text to support inferences drawn from the text. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>2. Determine a theme or author's message or purpose of a story, drama, or poem using details and evidence from the text as support, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize main ideas or events, in correct sequence.</p> <p>3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact, how conflicts are resolved).</p>
<p>Craft and Structure</p> <p>CCSS.ELA-LITERACY.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>CCSS.ELA-LITERACY.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>CCSS.ELA-LITERACY.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.</p>	<p>Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including use of figurative language and literary devices (e.g., imagery, metaphors, analogies, hyperbole).</p> <p>5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>6. Describe how a narrator's or speaker's point of view (e.g., first person, third person) influences how events are described or how characters are developed and portrayed.</p>
<p>Integration of Knowledge and Ideas</p> <p>CCSS.ELA-LITERACY.RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>CCSS.ELA-LITERACY.RL.5.8 (RL.5.8 not applicable to literature)</p> <p>CCSS.ELA-LITERACY.RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p>Integration of Knowledge and Ideas</p> <p>7. Analyze how visual and multimedia elements contribute to the meaning, tone, or personal appeal of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>8. (Not applicable to literature)</p> <p>9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and plot development.</p>

Range of Reading and Level of Text Complexity	Range of Reading and Level of Text Complexity
<p>CCSS.ELA-LITERACY.RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>	<p>10. By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 5 (from upper grade 4 to grade 6), with scaffolding as needed at the high end of the range.</p>

**Compare and Contrast the Common Core Standards for Reading Informational Texts for Grade 5
With the Alaska Standards for Reading Informational Texts for Grade 5**

Common Core Standards for Reading Informational Texts for Grade 5	Alaska Standards for Reading Informational Texts for Grade 5
<p>Key Ideas and Details</p> <p>CCSS.ELA-LITERACY.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CCSS.ELA-LITERACY.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>CCSS.ELA-LITERACY.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	<p>Key Ideas and Details</p> <p>1. Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text.</p> <p>2. Determine the main idea and subtopics of a text and explain how they are supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.</p> <p>3. Explain the relationships (e.g., cause-effect) or interactions among two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>
<p>Craft and Structure</p> <p>CCSS.ELA-LITERACY.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>CCSS.ELA-LITERACY.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>CCSS.ELA-LITERACY.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p>Craft and Structure</p> <p>4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>5. Compare and contrast the overall structure (e.g., sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>6. Determine author's purpose; analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent. (e.g., social studies topics, media messages about current events).</p>
<p>Integration of Knowledge and Ideas</p> <p>CCSS.ELA-LITERACY.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>CCSS.ELA-LITERACY.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>CCSS.ELA-LITERACY.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Integration of Knowledge and Ideas</p> <p>7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).</p> <p>9. Integrate information from several texts on the same topic or related topics in order to write or speak about the subject knowledgeably.</p>

Range of Reading and Level of Text Complexity	Range of Reading and Level of Text Complexity
<p>CCSS.ELA-LITERACY.RI.5.10</p> <p>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>	<p>10. By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 5 (from upper grade 4 to grade 6), with scaffolding as needed at the high end of the range.</p>

**Compare and Contrast the Common Core Writing Standards for Grade 5
With the Alaska Writing Standards for Grade 5**

Common Core Writing Standards for Grade 5	Alaska Writing Standards for Grade 5
<p>Text Types and Purposes</p> <p>CCSS.ELA-LITERACY.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>CCSS.ELA-LITERACY.W.5.1.A Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>CCSS.ELA-LITERACY.W.5.1.B Provide logically ordered reasons that are supported by facts and details.</p> <p>CCSS.ELA-LITERACY.W.5.1.C Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>CCSS.ELA-LITERACY.W.5.1.D Provide a concluding statement or section related to the opinion presented.</p>	<p>Text Types and Purposes</p> <p>1. Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically, most of all).</p> <p>d. Provide a concluding statement or section that reinforces or restates the opinion presented.</p>
<p>CCSS.ELA-LITERACY.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CCSS.ELA-LITERACY.W.5.2.A Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>CCSS.ELA-LITERACY.W.5.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>CCSS.ELA-LITERACY.W.5.2.C Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>CCSS.ELA-LITERACY.W.5.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>CCSS.ELA-LITERACY.W.5.2.E Provide a concluding statement or section related to the information or explanation presented.</p>	<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), labeled or captioned visuals/graphics, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples that support the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section that paraphrases the focus of the text or explanation presented.</p>

<p>CCSS.ELA-LITERACY.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>CCSS.ELA-LITERACY.W.5.3.A Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>CCSS.ELA-LITERACY.W.5.3.B Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>CCSS.ELA-LITERACY.W.5.3.C Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>CCSS.ELA-LITERACY.W.5.3.D Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>CCSS.ELA-LITERACY.W.5.3.E Provide a conclusion that follows from the narrated experiences or events.</p>	<p>3. Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology).</p> <p>a. Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description and elaboration, concrete and sensory details, literary devices, and pacing to describe actions, thoughts, and motivations and to develop experiences and events showing the responses of characters to situations, problems, or conflicts.</p> <p>c. Use a variety of transitional words, phrases, and devices (e.g., foreshadowing) to develop the pacing and sequence of events.</p> <p>d. Use concrete words and phrases, sensory details, and elaboration to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follow from the narrated experiences or events.</p>
<p>Production and Distribution of Writing</p> <p>CCSS.ELA-LITERACY.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>CCSS.ELA-LITERACY.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 here.)</p> <p>CCSS.ELA-LITERACY.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>	<p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)</p> <p>6. With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>

<p>Research to Build and Present Knowledge</p> <p>CCSS.ELA-LITERACY.W.5.7</p> <p>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>CCSS.ELA-LITERACY.W.5.8</p> <p>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	<p>Research to Build and Present Knowledge</p> <p>7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>
<p>CCSS.ELA-LITERACY.W.5.9</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-LITERACY.W.5.9.A</p> <p>Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").</p> <p>CCSS.ELA-LITERACY.W.5.9.B</p> <p>Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").</p>	<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text [e.g., how characters interact, how conflicts are resolved].").</p> <p>b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s].").</p>
<p>Range of Writing</p> <p>CCSS.ELA-LITERACY.W.5.10</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

**Compare and Contrast the Common Core Speaking & Listening Standards for Grade 5
With the Alaska Speaking & Listening Standards for Grade 5**

Common Core Speaking & Listening Standards Grade 5	Alaska Speaking & Listening Standards for Grade 5
<p>Comprehension and Collaboration</p> <p>CCSS.ELA-LITERACY.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-LITERACY.SL.5.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>CCSS.ELA-LITERACY.SL.5.1.B Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>CCSS.ELA-LITERACY.SL.5.1.C Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>CCSS.ELA-LITERACY.SL.5.1.D Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p>Comprehension and Collaboration</p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>
<p>CCSS.ELA-LITERACY.SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CCSS.ELA-LITERACY.SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p>2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence (e.g., use a graphic organizer or note cards completed while listening to summarize or paraphrase key ideas presented by a speaker).</p>
<p>Presentation of Knowledge and Ideas</p> <p>CCSS.ELA-LITERACY.SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>CCSS.ELA-LITERACY.SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>CCSS.ELA-LITERACY.SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)</p>	<p>Presentation of Knowledge and Ideas</p> <p>4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes and to engage listeners more fully.</p> <p>6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)</p>

**Compare and Contrast the Common Core ELA Standards for Grade 5
With the Alaska ELA Standards for Grade 5**

Common Core ELA Standards for Grade 5	Alaska ELA Standards for Grade 5
<p>Conventions of Standard English</p> <p>CCSS.ELA-LITERACY.L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-LITERACY.L.5.1.A Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>CCSS.ELA-LITERACY.L.5.1.B Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>CCSS.ELA-LITERACY.L.5.1.C Use verb tense to convey various times, sequences, states, and conditions.</p> <p>CCSS.ELA-LITERACY.L.5.1.D Recognize and correct inappropriate shifts in verb tense.*</p> <p>CCSS.ELA-LITERACY.L.5.1.E Use correlative conjunctions (e.g., either/or, neither/nor).</p>	<p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns, relative adverbs, conjunctions, prepositions, and interjections appropriate to function and purpose in order to apply the conventions of English.</p> <p>b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.*</p> <p>e. Use correlative conjunctions (e.g., either/or, neither/nor).</p>
<p>CCSS.ELA-LITERACY.L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCSS.ELA-LITERACY.L.5.2.A Use punctuation to separate items in a series.*</p> <p>CCSS.ELA-LITERACY.L.5.2.B Use a comma to separate an introductory element from the rest of the sentence.</p> <p>CCSS.ELA-LITERACY.L.5.2.C Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</p> <p>CCSS.ELA-LITERACY.L.5.2.D Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>CCSS.ELA-LITERACY.L.5.2.E Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.*</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>

<p>Knowledge of Language</p> <p>CCSS.ELA-LITERACY.L.5.3</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>CCSS.ELA-LITERACY.L.5.3.A</p> <p>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>CCSS.ELA-LITERACY.L.5.3.B</p> <p>Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	<p>Knowledge of Language</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>
<p>Vocabulary Acquisition and Use</p> <p>CCSS.ELA-LITERACY.L.5.4</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>CCSS.ELA-LITERACY.L.5.4.A</p> <p>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>CCSS.ELA-LITERACY.L.5.4.B</p> <p>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>CCSS.ELA-LITERACY.L.5.4.C</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar, syntax), use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both printing and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
<p>CCSS.ELA-LITERACY.L.5.5</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>CCSS.ELA-LITERACY.L.5.5.A</p> <p>Interpret figurative language, including similes and metaphors, in context.</p> <p>CCSS.ELA-LITERACY.L.5.5.B</p> <p>Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>CCSS.ELA-LITERACY.L.5.5.C</p> <p>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>
<p>CCSS.ELA-LITERACY.L.5.6</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	<p>6. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>

Compare and Contrast the Common Core Reading Standards for Literature for Grade 6
With the Alaska Reading Standards for Literature for Grade 6

Common Core Reading Standards for Literature Grade 6	Alaska Reading Standards for Literature -Grade 6
<p>Key Ideas and Details</p> <p>CCSS.ELA-LITERACY.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-LITERACY.RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>CCSS.ELA-LITERACY.RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	<p>Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a theme or central idea of a text and how it is conveyed through particular details; restate and summarize main ideas or events, in correct sequence, after reading a text. 3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution or as the narrative advances.
<p>Craft and Structure</p> <p>CCSS.ELA-LITERACY.RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>CCSS.ELA-LITERACY.RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>CCSS.ELA-LITERACY.RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>Craft and Structure</p> <ol style="list-style-type: none"> 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of a specific word choice on meaning and tone. 5. Analyze the overall structure of a text: how a particular sentence, chapter, scene, or stanza fits into the overall work and analyzing how it contributes to the development of the characters, theme, setting, or plot. 6. Determine author's purpose and explain how an author develops the point of view of the narrator or speaker in a text
<p>Integration of Knowledge and Ideas</p> <p>CCSS.ELA-LITERACY.RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.</p> <p>CCSS.ELA-LITERACY.RL.6.8 not applicable to literature</p> <p>CCSS.ELA-LITERACY.RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	<p>Integration of Knowledge and Ideas</p> <ol style="list-style-type: none"> 7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch (e.g., <i>Shiloh</i>). 8. (Not applicable to literature) 9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
<p>Range of Reading and Level of Text Complexity</p> <p>CCSS.ELA-LITERACY.RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Range of Reading and Level of Text Complexity</p> <ol style="list-style-type: none"> 10. By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 6 (from upper grade 5 to grade 7), with scaffolding as needed at the high end of the range.

**Compare and Contrast the Common Core Standards for Reading Informational Texts for Grade 6
With the Alaska Standards for Reading Informational Texts for Grade 6**

Common Core Reading Informational Texts -Grade 6	Alaska Reading Informational Texts -Grade 6
<p>Key Ideas and Details</p> <p>CCSS.ELA-LITERACY.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-LITERACY.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>CCSS.ELA-LITERACY.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p>Key Ideas and Details</p> <p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.</p> <p>3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes).</p>
<p>Craft and Structure</p> <p>CCSS.ELA-LITERACY.RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>CCSS.ELA-LITERACY.RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>CCSS.ELA-LITERACY.RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p>Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>6. Determine an author's purpose (to inform, persuade, entertain, critique, etc.) and point of view in a text and explain how it is conveyed in the text.</p>
<p>Integration of Knowledge and Ideas</p> <p>CCSS.ELA-LITERACY.RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>CCSS.ELA-LITERACY.RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>CCSS.ELA-LITERACY.RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	<p>Integration of Knowledge and Ideas</p> <p>7. Integrate information presented in different media (e.g., may include, but not limited to podcasts) or formats (e.g., visually, quantitatively/ data-related) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>
<p>Range of Reading and Level of Text Complexity</p> <p>CCSS.ELA-LITERACY.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Range of Reading and Level of Text Complexity</p> <p>10. By the end of the year, read and comprehend literary nonfiction, within a complexity band appropriate to grade 6 (from upper grade 5 to grade 7), with scaffolding as needed at the high end of the range.</p>

**Compare and Contrast the Common Core Writing Standards for Grade 6
With the Alaska Writing Standards for Grade 6**

Common Core Writing Standards for Grade 6	Alaska Writing Standards for Grade 6
<p>Text Types and Purposes</p> <p>CCSS.ELA-LITERACY.W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>CCSS.ELA-LITERACY.W.6.1.A Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>CCSS.ELA-LITERACY.W.6.1.B Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>CCSS.ELA-LITERACY.W.6.1.C Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>CCSS.ELA-LITERACY.W.6.1.D Establish and maintain a formal style.</p> <p>CCSS.ELA-LITERACY.W.6.1.E Provide a concluding statement or section that follows from the argument presented.</p>	<p>Text Types and Purposes</p> <p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and accurate, relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p>
<p>CCSS.ELA-LITERACY.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>CCSS.ELA-LITERACY.W.6.2.A Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>CCSS.ELA-LITERACY.W.6.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>CCSS.ELA-LITERACY.W.6.2.C Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>CCSS.ELA-LITERACY.W.6.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>CCSS.ELA-LITERACY.W.6.2.E Establish and maintain a formal style.</p>	<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p>

<p>CCSS.ELA-LITERACY.W.6.2.F Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>
<p>CCSS.ELA-LITERACY.W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>CCSS.ELA-LITERACY.W.6.3.A Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>CCSS.ELA-LITERACY.W.6.3.B Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>CCSS.ELA-LITERACY.W.6.3.C Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>CCSS.ELA-LITERACY.W.6.3.D Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>CCSS.ELA-LITERACY.W.6.3.E Provide a conclusion that follows from the narrated experiences or events.</p>	<p>3. Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>
<p>Production and Distribution of Writing</p> <p>CCSS.ELA-LITERACY.W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>CCSS.ELA-LITERACY.W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 here.)</p> <p>CCSS.ELA-LITERACY.W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	<p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)</p> <p>6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to create a piece of writing.</p>

<p>Research to Build and Present Knowledge</p> <p>CCSS.ELA-LITERACY.W.6.7</p> <p>Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>CCSS.ELA-LITERACY.W.6.8</p> <p>Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p>Research to Build and Present Knowledge</p> <p>7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>
<p>CCSS.ELA-LITERACY.W.6.9</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-LITERACY.W.6.9.A</p> <p>Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").</p> <p>CCSS.ELA-LITERACY.W.6.9.B</p> <p>Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").</p>	<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.").</p> <p>b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").</p>
<p>Range of Writing</p> <p>CCSS.ELA-LITERACY.W.6.10</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

**Compare and Contrast the Common Core Speaking & Listening Standards for Grade 6
With the Alaska Speaking & Listening Standards for Grade 6**

Common Core Speaking & Listening Standards -Grade 6	Alaska Speaking & Listening Standards for Grade 6
<p>Comprehension and Collaboration</p> <p>CCSS.ELA-LITERACY.SL.6.1</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-LITERACY.SL.6.1.A</p> <p>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<p>Comprehension and Collaboration</p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>

<p>CCSS.ELA-LITERACY.SL.6.1.B Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>CCSS.ELA-LITERACY.SL.6.1.C Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>CCSS.ELA-LITERACY.SL.6.1.D Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p>b. Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>
<p>CCSS.ELA-LITERACY.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	<p>2. Interpret information presented in diverse media (included but not limited to podcasts) and formats (e.g., visually, quantitatively/ data-related, orally) and explain how it contributes to a topic, text, or issue under study.</p>
<p>CCSS.ELA-LITERACY.SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>
<p>Presentation of Knowledge and Ideas CCSS.ELA-LITERACY.SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>Presentation of Knowledge and Ideas 4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>
<p>CCSS.ELA-LITERACY.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<p>5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>
<p>CCSS.ELA-LITERACY.SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p>	<p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p>

**Compare and Contrast the Common Core ELA Standards for Grade 6
With the Alaska ELA Standards for Grade 6**

Common Core ELA Standards for Grade 6	Alaska ELA Standards for Grade 6
<p>Conventions of Standard English</p> <p>CCSS.ELA-LITERACY.L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-LITERACY.L.6.1.A Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>CCSS.ELA-LITERACY.L.6.1.B Use intensive pronouns (e.g., myself, ourselves).</p> <p>CCSS.ELA-LITERACY.L.6.1.C Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>CCSS.ELA-LITERACY.L.6.1.D Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>CCSS.ELA-LITERACY.L.6.1.E Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</p>	<p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>b. Use intensive pronouns (e.g., myself, ourselves).</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</p>
<p>CCSS.ELA-LITERACY.L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCSS.ELA-LITERACY.L.6.2.A Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>CCSS.ELA-LITERACY.L.6.2.B Spell correctly.</p>	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>b. Spell correctly.</p>
<p>Knowledge of Language</p> <p>CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>CCSS.ELA-LITERACY.L.6.3.A Vary sentence patterns for meaning, reader/listener interest, and style.*</p> <p>CCSS.ELA-LITERACY.L.6.3.B Maintain consistency in style and tone.*</p>	<p>Knowledge of Language</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Vary sentence patterns for meaning, reader/listener interest, and style.*</p> <p>b. Maintain consistency in style and tone.*</p>
<p>Vocabulary Acquisition and Use</p> <p>CCSS.ELA-LITERACY.L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p>	<p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p>

<p>CCSS.ELA-LITERACY.L.6.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>CCSS.ELA-LITERACY.L.6.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>CCSS.ELA-LITERACY.L.6.4.C Consult 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 or its part of speech.</p> <p>CCSS.ELA-LITERACY.L.6.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>a. Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses and specialized reference materials), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>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).</p>
<p>CCSS.ELA-LITERACY.L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>CCSS.ELA-LITERACY.L.6.5.A Interpret figures of speech (e.g., personification) in context.</p> <p>CCSS.ELA-LITERACY.L.6.5.B Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>CCSS.ELA-LITERACY.L.6.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p>	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret the intent or meaning of figures of speech (e.g., personification, metaphors, alliteration) as used in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p>
<p>CCSS.ELA-LITERACY.L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>6. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

**Compare and Contrast the Common Core Reading Standards for Literature for Grade 7
With the Alaska Reading Standards for Literature for Grade 7**

Common Core Literature Standards- Grade 7	Alaska Literature Standards- Grade 7
<p>Key Ideas and Details</p> <p>CCSS.ELA-LITERACY.RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-LITERACY.RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>CCSS.ELA-LITERACY.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<p>Key Ideas and Details</p> <p>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a theme or central idea of a text and analyze its development over the course of the text; restate and summarize main ideas or events, in correct sequence, after reading a text.</p> <p>3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>
<p>Craft and Structure</p> <p>CCSS.ELA-LITERACY.RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; <u>analyze the impact of rhymes and other repetitions of sounds</u> (e.g., alliteration) <u>on a specific verse or stanza of a poem or section of a story or drama.</u></p> <p>CCSS.ELA-LITERACY.RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p>	<p>Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p><i>(combining part of 7.4 & 7.5 for AK Standard 7.5)</i></p> <p>5. Analyze the overall structure of a text: how a drama's or poem's form or structure (e.g. sonnet, soliloquy) contributes to its meaning, including <u>analyzing the impact of rhymes and other repetitions of sounds</u> (e.g., alliteration) <u>on a specific verse or stanza of a poem or section of a story or drama.</u></p> <p>6. Analyze author's purpose and how an author establishes and contrasts the points of view of different characters or narrators in a text.</p>
<p>Integration of Knowledge and Ideas</p> <p>CCSS.ELA-LITERACY.RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p>CCSS.ELA-LITERACY.RL.7.8 (RL.7.8 not applicable to literature)</p>	<p>Integration of Knowledge and Ideas</p> <p>7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film) (e.g., The Incredible Journey, Call of the Wild).</p> <p>8. (Not applicable to literature)</p>

<p>CCSS.ELA-LITERACY.RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>	<p>9. Compare and contrast a fictional portrayal of a time, place, or character and a historical or cultural account of the same period as a means of understanding how authors of fiction use or alter history.</p>
<p>Range of Reading and Level of Text Complexity CCSS.ELA-LITERACY.RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Range of Reading and Level of Text Complexity 10. By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 7 (from upper grade 6 to grade 8), with scaffolding as needed at the high end of the range.</p>

**Compare and Contrast the Common Core Standards for Reading Informational Texts for Grade 7
With the Alaska Standards for Reading Informational Texts for Grade 7**

Common Core Standards for Reading Informational Texts- Grade 7	Alaska State Standards for Reading Informational Texts- Grade 7
<p>Key Ideas and Details</p> <p>CCSS.ELA-LITERACY.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-LITERACY.RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>CCSS.ELA-LITERACY.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>	<p>Key Ideas and Details</p> <p>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine the central idea and subtopics in a text and analyze their development over the course of the text; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.</p> <p>3. Analyze the interactions between individuals, events, and ideas presented in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>
<p>Craft and Structure</p> <p>CCSS.ELA-LITERACY.RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>CCSS.ELA-LITERACY.RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>CCSS.ELA-LITERACY.RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>	<p>Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>6. Determine an author's purpose (to inform, persuade, entertain, critique, etc.) and point of view in a text and analyze how the author distinguishes his or her point of view from that of others.</p>
<p>Integration of Knowledge and Ideas</p> <p>CCSS.ELA-LITERACY.RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>CCSS.ELA-LITERACY.RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is</p>	<p>Integration of Knowledge and Ideas</p> <p>7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the method of the delivery of a speech affects the impact of the overall message).</p> <p>8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is</p>

<p>sound and the evidence is relevant and sufficient to support the claims.</p> <p>CCSS.ELA-LITERACY.RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p>Range of Reading and Level of Text Complexity CCSS.ELA-LITERACY.RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>sound and the evidence is relevant and sufficient to support the claims.</p> <p>9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p>Range of Reading and Level of Text Complexity 10. By the end of the year, read and comprehend literary nonfiction, within a complexity band appropriate to grade 7 (from upper grade 6 to grade 8), with scaffolding as needed at the high end of the range.</p>
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**Compare and Contrast the Common Core Writing Standards for Grade 7
With the Alaska Writing Standards for Grade 7**

Common Core Writing Standards for Grade 7	Alaska Writing Standards for Grade 7
<p>Text Types and Purposes</p> <p>CCSS.ELA-LITERACY.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>CCSS.ELA-LITERACY.W.7.1.A Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>CCSS.ELA-LITERACY.W.7.1.B Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>CCSS.ELA-LITERACY.W.7.1.C Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>CCSS.ELA-LITERACY.W.7.1.D Establish and maintain a formal style.</p> <p>CCSS.ELA-LITERACY.W.7.1.E Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>Text Types and Purposes</p> <p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and accurate, relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
<p>CCSS.ELA-LITERACY.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>CCSS.ELA-LITERACY.W.7.2.A Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>CCSS.ELA-LITERACY.W.7.2.B</p>	<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>

<p>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>CCSS.ELA-LITERACY.W.7.2.C</p> <p>Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>CCSS.ELA-LITERACY.W.7.2.D</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>CCSS.ELA-LITERACY.W.7.2.E</p> <p>Establish and maintain a formal style.</p> <p>CCSS.ELA-LITERACY.W.7.2.F</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
<p>CCSS.ELA-LITERACY.W.7.3</p> <p><u>Write narratives</u> to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>CCSS.ELA-LITERACY.W.7.3.A</p> <p>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>CCSS.ELA-LITERACY.W.7.3.B</p> <p>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>CCSS.ELA-LITERACY.W.7.3.C</p> <p>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>CCSS.ELA-LITERACY.W.7.3.D</p> <p>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>CCSS.ELA-LITERACY.W.7.3.E</p> <p>Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>3. Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to advance the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events</p>
<p>Production and Distribution of Writing</p> <p>CCSS.ELA-LITERACY.W.7.4</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>

<p>CCSS.ELA-LITERACY.W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 here.)</p>	<p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)</p>
<p>CCSS.ELA-LITERACY.W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>	<p>6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>
<p>Research to Build and Present Knowledge CCSS.ELA-LITERACY.W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. CCSS.ELA-LITERACY.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>Research to Build and Present Knowledge 7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>
<p>CCSS.ELA-LITERACY.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-LITERACY.W.7.9.A Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). CCSS.ELA-LITERACY.W.7.9.B Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").</p>	<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history."). b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.").</p>
<p>Range of Writing CCSS.ELA-LITERACY.W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter</p>	<p>Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and</p>

time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**Compare and Contrast the Common Core Speaking & Listening Standards for Grade 7
With the Alaska Speaking & Listening Standards for Grade 7**

Common Core Speaking & Listening Standards Grade 7	Alaska Speaking & Listening Standards for Grade 7
Comprehension and Collaboration CCSS.ELA-LITERACY.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. CCSS.ELA-LITERACY.SL.7.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. CCSS.ELA-LITERACY.SL.7.1.B Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. CCSS.ELA-LITERACY.SL.7.1.C Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. CCSS.ELA-LITERACY.SL.7.1.D Acknowledge new information expressed by others and, when warranted, modify their own views.	Comprehension and Collaboration 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views. 2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively/data-related, orally) and explain how the ideas clarify a topic, text, or issue under study. 3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. Presentation of Knowledge and Ideas CCSS.ELA-LITERACY.SL.7.4 Present claims and findings, emphasizing salient points
time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
CCSS.ELA-LITERACY.SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
CCSS.ELA-LITERACY.SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 here for specific expectations.)	6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)

**Compare and Contrast the Common Core ELA Standards for Grade 7
With the Alaska ELA Standards for Grade 7**

Common Core ELA Standards for Grade 7	Alaska ELA Standards for Grade 7
<p>Conventions of Standard English</p> <p>CCSS.ELA-LITERACY.L.7.1</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-LITERACY.L.7.1.A</p> <p>Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>CCSS.ELA-LITERACY.L.7.1.B</p> <p>Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>CCSS.ELA-LITERACY.L.7.1.C</p> <p>Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</p>	<p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences in order to apply the conventions of English.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</p>
<p>CCSS.ELA-LITERACY.L.7.2</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCSS.ELA-LITERACY.L.7.2.A</p> <p>Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</p> <p>CCSS.ELA-LITERACY.L.7.2.B</p> <p>Spell correctly.</p>	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie.).</p> <p>b. Spell correctly.</p>
<p>Knowledge of Language</p> <p>CCSS.ELA-LITERACY.L.7.3</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>CCSS.ELA-LITERACY.L.7.3.A</p> <p>Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p>	<p>Knowledge of Language</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p>
<p>Vocabulary Acquisition and Use</p> <p>CCSS.ELA-LITERACY.L.7.4</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p>	<p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p>

<p>CCSS.ELA-LITERACY.L.7.4.A</p> <p>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>CCSS.ELA-LITERACY.L.7.4.B</p> <p>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>CCSS.ELA-LITERACY.L.7.4.C</p> <p>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 or its part of speech.</p> <p>CCSS.ELA-LITERACY.L.7.4.D</p> <p>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).</p>	<p>a. Determine meaning of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, and thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>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).</p>
<p>CCSS.ELA-LITERACY.L.7.5</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>CCSS.ELA-LITERACY.L.7.5.A</p> <p>Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>CCSS.ELA-LITERACY.L.7.5.B</p> <p>Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>CCSS.ELA-LITERACY.L.7.5.C</p> <p>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p>	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret the intent or meaning of figures of speech (e.g., literary, religious, and mythological allusions; euphemisms) as used in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p>
<p>CCSS.ELA-LITERACY.L.7.6</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>6. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</p>

**Compare and Contrast the Common Core Reading Standards for Literature for Grade 8
With the Alaska Reading Standards for Literature for Grade 8**

Common Core Reading Standards – Literature Grade 8	Alaska Reading Standards -Literature Grade 8
<p>Key Ideas and Details</p> <p>CCSS.ELA-LITERACY.RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-LITERACY.RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; <u>provide an objective summary of the text.</u></p> <p>CCSS.ELA-LITERACY.RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>	<p>Key Ideas and Details</p> <p>1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; restate and summarize main ideas or events, in correct sequence, after reading a text.</p> <p>3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>
<p>Craft and Structure</p> <p>CCSS.ELA-LITERACY.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>CCSS.ELA-LITERACY.RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>CCSS.ELA-LITERACY.RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p>	<p>Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>5. Analyze the overall structure of a text compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>6. Analyze author's purpose and how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p>
<p>Integration of Knowledge and Ideas</p> <p>CCSS.ELA-LITERACY.RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p> <p>CCSS.ELA-LITERACY.RL.8.8 (RL.8.8 not applicable to literature)</p> <p>CCSS.ELA-LITERACY.RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p>	<p>Integration of Knowledge and Ideas</p> <p>7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors (e.g., Old Yeller, Brian's Song, The Miracle Worker).</p> <p>8. (Not applicable to literature)</p> <p>9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p>

Range of Reading and Level of Text Complexity	Range of Reading and Level of Text Complexity
CCSS.ELA-LITERACY.RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.	10. By the end of the year, read and comprehend a range of literature from a variety of cultures , within a complexity band appropriate to grade 8 (from upper grade 7 to grade 9), with scaffolding as needed at the high end of the range .

**Compare and Contrast the Common Core Standards for Reading Informational Texts for Grade 8
With the Alaska Standards for Reading Informational Texts for Grade 8**

Common Core Standards for Reading Informational Texts for Grade 8	Alaska Standards for Reading Informational Texts for Grade 8
<p>Key Ideas and Details</p> <p>CCSS.ELA-LITERACY.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-LITERACY.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; <u>provide an objective summary of the text.</u></p> <p>CCSS.ELA-LITERACY.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	<p>Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a central idea and subtopics of a text and analyze their development over the course of the text, including their relationship to supporting ideas; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text. 3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
<p>Craft and Structure</p> <p>CCSS.ELA-LITERACY.RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>CCSS.ELA-LITERACY.RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>CCSS.ELA-LITERACY.RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints</p>	<p>Craft and Structure</p> <ol style="list-style-type: none"> 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. 5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. 6. Determine an author's purpose (to inform, persuade, entertain, critique, etc.) and point of view in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
<p>Integration of Knowledge and Ideas</p> <p>CCSS.ELA-LITERACY.RI.8.7 Evaluate the advantages and disadvantages of using different <u>mediums</u> (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>CCSS.ELA-LITERACY.RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>CCSS.ELA-LITERACY.RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>	<p>Integration of Knowledge and Ideas</p> <ol style="list-style-type: none"> 7. Evaluate the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to present a particular topic or idea. 8. Delineate and evaluate the argument and specific claims in a text (e.g., identify bias and propaganda techniques, well-supported logical arguments), assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. 9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Range of Reading and Level of Text Complexity CCSS.ELA-LITERACY.RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.	10. By the end of the year, read and comprehend literary nonfiction, within a complexity band appropriate to grade 8 (from upper grade 7 to grade 9), with scaffolding as needed at the high end of the range.
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**Compare and Contrast the Common Core Writing Standards for Grade 8
With the Alaska Writing Standards for Grade 8**

Common Core Writing Standards for Grade 8	Alaska Writing Standards for Grade 8
<p>Text Types and Purposes</p> <p>CCSS.ELA-LITERACY.W.8.1</p> <p>Write arguments to support claims with clear reasons and relevant evidence</p> <p>CCSS.ELA-LITERACY.W.8.1.A</p> <p>Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>CCSS.ELA-LITERACY.W.8.1.B</p> <p>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>CCSS.ELA-LITERACY.W.8.1.C</p> <p>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>CCSS.ELA-LITERACY.W.8.1.D</p> <p>Establish and maintain a formal style.</p> <p>CCSS.ELA-LITERACY.W.8.1.E</p> <p>Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>Text Types and Purposes</p> <p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and accurate, relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
<p>CCSS.ELA-LITERACY.W.8.2</p> <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>CCSS.ELA-LITERACY.W.8.2.A</p> <p>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>CCSS.ELA-LITERACY.W.8.2.B</p> <p>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>CCSS.ELA-LITERACY.W.8.2.C</p> <p>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>CCSS.ELA-LITERACY.W.8.2.D</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>CCSS.ELA-LITERACY.W.8.2.E</p> <p>Establish and maintain a formal style.</p>	<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p>

<p>CCSS.ELA-LITERACY.W.8.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
<p>CCSS.ELA-LITERACY.W.8.3 <u>Write narratives</u> to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p>3. Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>
<p>CCSS.ELA-LITERACY.W.8.3.A Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>CCSS.ELA-LITERACY.W.8.3.B Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p>	<p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p>
<p>CCSS.ELA-LITERACY.W.8.3.C Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>CCSS.ELA-LITERACY.W.8.3.D Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>	<p>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to advance the action and convey experiences and events.</p>
<p>CCSS.ELA-LITERACY.W.8.3.E Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>
<p>Production and Distribution of Writing</p> <p>CCSS.ELA-LITERACY.W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>CCSS.ELA-LITERACY.W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 here.)</p>	<p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)</p>

<p>CCSS.ELA-LITERACY.W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>	<p>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>
<p>Research to Build and Present Knowledge CCSS.ELA-LITERACY.W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. CCSS.ELA-LITERACY.W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>Research to Build and Present Knowledge 7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>
<p>CCSS.ELA-LITERACY.W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-LITERACY.W.8.9.A Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). CCSS.ELA-LITERACY.W.8.9.B Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").</p>	<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new."). b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text [e.g., identifies bias and propaganda techniques, well-supported logical arguments], assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.").</p>
<p>Range of Writing CCSS.ELA-LITERACY.W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>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 discipline-specific tasks, purposes, and audiences.</p>

**Compare and Contrast the Common Core Speaking & Listening Standards for Grade 8
With the Alaska Speaking & Listening Standards for Grade 8**

Common Core Speaking & Listening Standards -Grade 8	Alaska Speaking & Listening Standards - Grade 8
Comprehension and Collaboration CCSS.ELA-LITERACY.SL.8.1	Comprehension and Collaboration
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CCSS.ELA-LITERACY.SL.8.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CCSS.ELA-LITERACY.SL.8.1.B Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	b. Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), and decision-making (e.g., coming to consensus), track progress toward specific goals and deadlines, and define individual roles as needed.
CCSS.ELA-LITERACY.SL.8.1.C Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
CCSS.ELA-LITERACY.SL.8.1.D Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CCSS.ELA-LITERACY.SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively/data-related, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
CCSS.ELA-LITERACY.SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced
Presentation of Knowledge and Ideas CCSS.ELA-LITERACY.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	Presentation of Knowledge and Ideas 4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-LITERACY.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
CCSS.ELA-LITERACY.SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)	6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)

**Compare and Contrast the Common Core ELA Standards for Grade 8
With the Alaska ELA Standards for Grade 8**

Common Core ELA Standards for Grade 8	Alaska ELA Standards for Grade 8
<p>Conventions of Standard English</p> <p>CCSS.ELA-LITERACY.L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-LITERACY.L.8.1.A Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>CCSS.ELA-LITERACY.L.8.1.B Form and use verbs in the active and passive voice.</p> <p>CCSS.ELA-LITERACY.L.8.1.C Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>CCSS.ELA-LITERACY.L.8.1.D Recognize and correct inappropriate shifts in verb voice and mood.*</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences in order to apply the conventions of English.</p> <p>b. Form and use verbs in the active and passive voice.</p> <p>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>d. Recognize and correct inappropriate shifts in verb voice and mood.*</p>
<p>CCSS.ELA-LITERACY.L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCSS.ELA-LITERACY.L.8.2.A Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>CCSS.ELA-LITERACY.L.8.2.B Use an ellipsis to indicate an omission.</p> <p>CCSS.ELA-LITERACY.L.8.2.C Spell correctly.</p>	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>b. Use an ellipsis to indicate an omission.</p> <p>c. Spell correctly.</p>
<p>Knowledge of Language</p> <p>CCSS.ELA-LITERACY.L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>CCSS.ELA-LITERACY.L.8.3.A Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>	<p>Knowledge of Language</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>

Vocabulary Acquisition and Use	Vocabulary Acquisition and Use
CCSS.ELA-LITERACY.L.8.4	4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-LITERACY.L.8.4.A	a. Determine meanings of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence), knowledge of language structure including using context clues and prior knowledge.
Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
CCSS.ELA-LITERACY.L.8.4.B	c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, and thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	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).
CCSS.ELA-LITERACY.L.8.4.C	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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 or its part of speech.	a. Interpret the intent or meaning of figures of speech (e.g., verbal irony, puns, mixed metaphor) as used in context.
CCSS.ELA-LITERACY.L.8.4.D	b. Use the relationship between particular words (e.g., synonyms/antonyms, analogies) to better understand each of the words.
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).	c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
CCSS.ELA-LITERACY.L.8.5	6. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
CCSS.ELA-LITERACY.L.8.5.A	
Interpret figures of speech (e.g. verbal irony, puns) in context.	
CCSS.ELA-LITERACY.L.8.5.B	
Use the relationship between particular words to better understand each of the words.	
CCSS.ELA-LITERACY.L.8.5.C	
Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	
CCSS.ELA-LITERACY.L.8.6	
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	

Compare and Contrast the Common Core Standards for Reading Literature for Grades 9-10 with the Alaska Standards for Reading Literature for Grades 9-10

Common Core Standards for Reading Literature for Grades 9-10	Alaska Standards for Reading Literature for Grades 9-10
<p>Key Ideas and Details</p> <p>CCSS.ELA-LITERACY.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-LITERACY.RL.9-10.2 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; <u>provide an objective summary of the text.</u></p> <p>CCSS.ELA-LITERACY.RL.9-10.3 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.</p>	<p>Key Ideas and Details</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p>Craft and Structure</p> <p>CCSS.ELA-LITERACY.RL.9-10.4 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).</p> <p>CCSS.ELA-LITERACY.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>CCSS.ELA-LITERACY.RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature <u>from outside the United States</u>, drawing on a wide reading of world literature.</p>	<p>Craft and Structure</p> <p>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).</p> <p>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.</p> <p>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.</p>

<p>Integration of Knowledge and Ideas</p> <p>CCSS.ELA-LITERACY.RL.9-10.7</p> <p>Analyze the representation of a subject or a key scene in two different artistic mediums, 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).</p> <p>CCSS.ELA-LITERACY.RL.9-10.8</p> <p>(RL.9-10.8 not applicable to literature)</p> <p>CCSS.ELA-LITERACY.RL.9-10.9</p> <p>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 the Bible or how a later author draws on a play by Shakespeare).</p>	<p>Integration of Knowledge and Ideas</p> <p>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).</p> <p>8. (Not applicable to literature)</p> <p>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).</p>
<p>Range of Reading and Level of Text Complexity</p> <p>CCSS.ELA-LITERACY.RL.9-10.10</p> <p>By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text <u>complexity band</u> independently and proficiently.</p>	<p>Range of Reading and Level of Text Complexity</p> <p>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.</p> <p>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.</p>

**Compare and Contrast the Common Core Standards for Reading Informational Text for Grades 9-10 with
the Alaska Standards for Reading Informational Text for Grades 9-10**

Common Core Standards for Reading Informational Text for Grades 9-10	Alaska Standards for Reading Informational Text for Grades 9-10
<p>Key Ideas and Details</p> <p>CCSS.ELA-LITERACY.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-LITERACY.RI.9-10.2 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; <u>provide an objective summary of the text.</u></p> <p>CCSS.ELA-LITERACY.RI.9-10.3 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.</p>	<p>Key Ideas and Details</p> <p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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.</p> <p>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.</p>
<p>Craft and Structure</p> <p>CCSS.ELA-LITERACY.RI.9-10.4 Determine the meaning of words and phrases as they are used <u>in a text</u>, 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).</p> <p>CCSS.ELA-LITERACY.RI.9-10.5 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).</p> <p>CCSS.ELA-LITERACY.RI.9-10.6 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.</p>	<p>Craft and Structure</p> <p>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).</p> <p>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).</p> <p>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.</p>
<p>Integration of Knowledge and Ideas</p> <p>CCSS.ELA-LITERACY.RI.9-10.7 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.</p>	<p>Integration of Knowledge and Ideas</p> <p>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.</p>

<p>CCSS.ELA-LITERACY.RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>CCSS.ELA-LITERACY.RI.9-10.9 Analyze seminal U.S. 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.</p>	<p>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.</p> <p>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.</p>
<p>Range of Reading and Level of Text Complexity</p> <p>CCSS.ELA-LITERACY.RI.9-10.10 By the end of grade 9, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.</p>	<p>Range of Reading and Level of Text Complexity</p> <p>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.</p> <p>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.</p>

Compare and Contrast the Common Core Standards for Writing in Grades 9-10 with the Alaska Standards for Writing in Grades 9-10

Common Core Standards Writing Standards Grades 9-10	Alaska Writing Standards in Grades 9-10
<p>Text Types and Purposes</p> <p>CCSS.ELA-LITERACY.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>CCSS.ELA-LITERACY.W.9-10.1.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.</p> <p>CCSS.ELA-LITERACY.W.9-10.1.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.</p> <p>CCSS.ELA-LITERACY.W.9-10.1.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.</p> <p>CCSS.ELA-LITERACY.W.9-10.1.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.</p> <p>CCSS.ELA-LITERACY.W.9-10.1.E Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CCSS.ELA-LITERACY.W.9-10.2 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.</p> <p>CCSS.ELA-LITERACY.W.9-10.2.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.</p>	<p>Text Types and Purposes</p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>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.</p> <p>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.</p>

<p>CCSS.ELA-LITERACY.W.9-10.2.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.</p> <p>CCSS.ELA-LITERACY.W.9-10.2.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.</p> <p>CCSS.ELA-LITERACY.W.9-10.2.D Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>CCSS.ELA-LITERACY.W.9-10.2.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.</p> <p>CCSS.ELA-LITERACY.W.9-10.2.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).</p>	<p>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.</p> <p>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.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>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.</p> <p>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).</p>
<p>CCSS.ELA-LITERACY.W.9-10.3 <u>Write narratives</u> to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>CCSS.ELA-LITERACY.W.9-10.3.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.</p> <p>CCSS.ELA-LITERACY.W.9-10.3.B Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>CCSS.ELA-LITERACY.W.9-10.3.C Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>CCSS.ELA-LITERACY.W.9-10.3.D Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>CCSS.ELA-LITERACY.W.9-10.3.E Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>3. Use narrative writing to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>

<p>Production and Distribution of Writing</p> <p>CCSS.ELA-LITERACY.W.9-10.4</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>CCSS.ELA-LITERACY.W.9-10.5</p> <p>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 here.)</p> <p>CCSS.ELA-LITERACY.W.9-10.6</p> <p>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.</p>	<p>Production and Distribution of Writing</p> <p>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.)</p> <p>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.)</p> <p>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.</p>
<p>Research to Build and Present Knowledge</p> <p>CCSS.ELA-LITERACY.W.9-10.7</p> <p>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.</p> <p>CCSS.ELA-LITERACY.W.9-10.8</p> <p>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.</p>	<p>Research to Build and Present Knowledge</p> <p>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.</p> <p>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.</p>
<p>CCSS.ELA-LITERACY.W.9-10.9</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-LITERACY.W.9-10.9.A</p> <p>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 the Bible or how a later author draws on a play by Shakespeare]").</p>	<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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]").</p>

<p>CCSS.ELA-LITERACY.W.9-10.9.B</p> <p>Apply grades 9-10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p>	<p>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.").</p>
<p>Range of Writing</p> <p>CCSS.ELA-LITERACY.W.9-10.10</p> <p>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.</p>	<p>Range of Writing</p> <p>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.</p>

Compare and Contrast the Common Core Standards for Speaking & Listening in Grades 9-10 with the Alaska Standards for Speaking & Listening in Grades 9-10

Common Core Standards for Speaking & Listening in Grades 9-10	Alaska Standards for Speaking & Listening in Grades 9-10
<p>Comprehension and Collaboration</p> <p>CCSS.ELA-LITERACY.SL.9-10.1</p> <p>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.</p> <p>CCSS.ELA-LITERACY.SL.9-10.1.A</p> <p>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.</p> <p>CCSS.ELA-LITERACY.SL.9-10.1.B</p> <p>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>CCSS.ELA-LITERACY.SL.9-10.1.C</p> <p>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.</p> <p>CCSS.ELA-LITERACY.SL.9-10.1.D</p> <p>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.</p> <p>CCSS.ELA-LITERACY.SL.9-10.2</p> <p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p>Comprehension and Collaboration</p> <p>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.</p> <p>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.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>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.</p> <p>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.</p> <p>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.</p>

<p>CCSS.ELA-LITERACY.SL.9-10.3</p> <p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>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.</p>
<p>Presentation of Knowledge and Ideas</p> <p>CCSS.ELA-LITERACY.SL.9-10.4</p> <p>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.</p>	<p>Presentation of Knowledge and Ideas</p> <p>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.</p>
<p>CCSS.ELA-LITERACY.SL.9-10.5</p> <p>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.</p>	<p>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.</p>
<p>CCSS.ELA-LITERACY.SL.9-10.6</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)</p>	<p>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.)</p>

**Compare and Contrast the Common Core ELA Standards for Grades 9-10
with the Alaska ELA Standards for Grades 9-10**

Common Core ELA Standards for Grades 9-10	Alaska ELA Standards for Grades 9-10
Conventions of Standard English CCSS.ELA-LITERACY.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-LITERACY.L.9-10.1.A Use parallel structure.* CCSS.ELA-LITERACY.L.9-10.1.B Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	Conventions of Standard English 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.
CCSS.ELA-LITERACY.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.ELA-LITERACY.L.9-10.2.A Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. CCSS.ELA-LITERACY.L.9-10.2.B Use a colon to introduce a list or quotation. CCSS.ELA-LITERACY.L.9-10.2.C Spell correctly.	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.
Knowledge of Language CCSS.ELA-LITERACY.L.9-10.3 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. CCSS.ELA-LITERACY.L.9-10.3.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.	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.
Vocabulary Acquisition and Use CCSS.ELA-LITERACY.L.9-10.4 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.	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.

<p>CCSS.ELA-LITERACY.L.9-10.4.A</p> <p><u>Use</u> context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>CCSS.ELA-LITERACY.L.9-10.4.B</p> <p>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>CCSS.ELA-LITERACY.L.9-10.4.C</p> <p>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.</p> <p>CCSS.ELA-LITERACY.L.9-10.4.D</p> <p>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).</p>	<p>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., <i>Huck Finn</i>), idiomatic expressions (e.g., “it drives me up a wall”) as clues to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>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.</p> <p>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).</p>
<p>CCSS.ELA-LITERACY.L.9-10.5</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>CCSS.ELA-LITERACY.L.9-10.5.A</p> <p>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>CCSS.ELA-LITERACY.L.9-10.5.B</p> <p>Analyze nuances in the meaning of words with similar denotations.</p>	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotation (definition) or determine the meaning of analogies.</p>
<p>CCSS.ELA-LITERACY.L.9-10.6</p> <p>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.</p>	<p>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.</p>

**Compare and Contrast the Common Core Standards for Reading Literature for Grades 11-12 with the
Alaska Standards for Reading Literature for Grades 11-12**

Common Core Standards for Reading Literature for Grades 11-12	Alaska Standards for Reading Literature for Grades 11-12
<p>Key Ideas and Details</p> <p>CCSS.ELA-LITERACY.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>CCSS.ELA-LITERACY.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; <u>provide an objective summary of the text</u>.</p> <p>CCSS.ELA-LITERACY.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>	<p>Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain (ambiguity). 2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; restate and summarize main ideas or events, in correct sequence, after reading a text. 3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
<p>Craft and Structure</p> <p>CCSS.ELA-LITERACY.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>CCSS.ELA-LITERACY.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>CCSS.ELA-LITERACY.RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>	<p>Craft and Structure</p> <ol style="list-style-type: none"> 4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) 5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. 6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, understatement, or attitude).

<p>Integration of Knowledge and Ideas</p> <p>CCSS.ELA-LITERACY.RL.11-12.7</p> <p>Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p>CCSS.ELA-LITERACY.RL.11-12.8</p> <p>(RL.11-12.8 not applicable to literature)</p> <p>CCSS.ELA-LITERACY.RL.11-12.9</p> <p>Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p>	<p>Integration of Knowledge and Ideas</p> <p>7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p>8. (Not applicable to literature)</p> <p>9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p>
<p>Range of Reading and Level of Text Complexity</p> <p>CCSS.ELA-LITERACY.RL.11-12.10</p> <p>By the end of grade 11, read and comprehend literature, <u>including stories, dramas, and poems, in the grades 11-CCR text complexity band</u> <u>proficiently</u>, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.</p>	<p>Range of Reading and Level of Text Complexity</p> <p>10. By the end of grade 11, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 11 (from upper grade 10 to grade 12), with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend a range of literature from a variety of cultures, at the high end of the grades 11–12 text complexity band independently and proficiently.</p>

**Compare and Contrast the Common Core Standards for Reading Informational Text for Grades 11-12 with
the Alaska Standards for Reading Informational Text for Grades 11-12**

Common Core Standards for Reading Informational Text for Grades 11-12	Alaska Standards for Reading Informational Text for Grades 11-12
<p>Key Ideas and Details</p> <p>CCSS.ELA-LITERACY.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>CCSS.ELA-LITERACY.RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; <u>provide an objective summary of the text.</u></p> <p>CCSS.ELA-LITERACY.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	<p>Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. 2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; restate and summarize main ideas or events, in correct sequence when necessary, after reading a text. 3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
<p>Craft and Structure</p> <p>CCSS.ELA-LITERACY.RI.11-12.4 Determine the meaning of words and phrases as they are used in <u>a text</u>, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (<u>e.g., how Madison defines faction in Federalist No. 10</u>).</p> <p>CCSS.ELA-LITERACY.RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>CCSS.ELA-LITERACY.RI.11-12.6 <u>Determine</u> an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or <u>beauty</u> of the text.</p>	<p>Craft and Structure</p> <ol style="list-style-type: none"> 4. Determine the meaning of words and phrases as they are used in various genres, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. 5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. 6. Discern an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or aesthetic impact of the text.

<p>Integration of Knowledge and Ideas</p> <p>CCSS.ELA-LITERACY.RI.11-12.7</p> <p>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>CCSS.ELA-LITERACY.RI.11-12.8</p> <p>Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p> <p>CCSS.ELA-LITERACY.RI.11-12.9</p> <p>Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including <i>The Declaration of Independence</i>, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.</p>	<p>Integration of Knowledge and Ideas</p> <p>7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem</p> <p>8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p> <p>9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. and world documents of historical and literary significance (including <i>The Declaration of Independence</i>, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.</p>
<p>Range of Reading and Level of Text Complexity</p> <p>CCSS.ELA-LITERACY.RI.11-12.10</p> <p>By the end of grade 11, read and comprehend literary nonfiction in the grades <u>11-CCR</u> text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades <u>11-CCR</u> text complexity band independently and proficiently.</p>	<p>Range of Reading and Level of Text Complexity</p> <p>10. By the end of grade 11, read and comprehend literary nonfiction, within a complexity band appropriate to grade 11 (from upper grade 10 to grade 12), with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.</p>

Compare and Contrast the Common Core Standards for Writing in Grades 11-12 with the Alaska Standards for Writing in Grades 11-12

Common Core Standards for Writing- Grades 11-12	Alaska Standards for Writing - Grades 11-12
<p>Text Types and Purposes</p> <p>CCSS.ELA-LITERACY.W.11-12.1</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>CCSS.ELA-LITERACY.W.11-12.1.A</p> <p>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>CCSS.ELA-LITERACY.W.11-12.1.B</p> <p>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>CCSS.ELA-LITERACY.W.11-12.1.C</p> <p>Use words, phrases, and clauses as well as varied syntax 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.</p> <p>CCSS.ELA-LITERACY.W.11-12.1.D</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>CCSS.ELA-LITERACY.W.11-12.1.E</p> <p>Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>Text Types and Purposes</p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax 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.</p> <p>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.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
<p>CCSS.ELA-LITERACY.W.11-12.2</p> <p>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.</p>	<p>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.</p>
<p>CCSS.ELA-LITERACY.W.11-12.2.A</p> <p>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	<p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>

<p>CCSS.ELA-LITERACY.W.11-12.2.B Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>CCSS.ELA-LITERACY.W.11-12.2.C Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>CCSS.ELA-LITERACY.W.11-12.2.D Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>CCSS.ELA-LITERACY.W.11-12.2.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.</p> <p>CCSS.ELA-LITERACY.W.11-12.2.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).</p>	<p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>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.</p> <p>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).</p>
<p>CCSS.ELA-LITERACY.W.11-12.3 <u>Write narratives</u> to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>CCSS.ELA-LITERACY.W.11-12.3.A Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>CCSS.ELA-LITERACY.W.11-12.3.B Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>CCSS.ELA-LITERACY.W.11-12.3.C Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p>	<p>3. Use narrative writing to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p>

<p>CCSS.ELA-LITERACY.W.11-12.3.D Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>CCSS.ELA-LITERACY.W.11-12.3.E Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
<p>Production and Distribution of Writing</p> <p>CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>CCSS.ELA-LITERACY.W.11-12.5 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 11-12 here.)</p> <p>CCSS.ELA-LITERACY.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p>Production and Distribution of Writing</p> <p>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.)</p> <p>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 11–12.)</p> <p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
<p>Research to Build and Present Knowledge</p> <p>CCSS.ELA-LITERACY.W.11-12.7 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.</p> <p>CCSS.ELA-LITERACY.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; 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 and following a standard format for citation.</p>	<p>Research to Build and Present Knowledge</p> <p>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.</p> <p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; 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 and following a standard format for citation.</p>

<p>CCSS.ELA-LITERACY.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-LITERACY.W.11-12.9.A Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").</p> <p>CCSS.ELA-LITERACY.W.11-12.9.B Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").</p>	<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.").</p> <p>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses].").</p>
<p>Range of Writing</p> <p>CCSS.ELA-LITERACY.W.11-12.10 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.</p>	<p>Range of Writing</p> <p>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.</p>

**Compare and Contrast the Common Core Speaking & Listening Standards for Grades 11-12
with the Alaska Speaking & Listening Standards for Grades 11-12**

Common Core Speaking & Listening Standards for Grades 11-12	Alaska Speaking & Listening Standards for Grades 11-12
<p>Comprehension and Collaboration</p> <p>CCSS.ELA-LITERACY.SL.11-12.1</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCSS.ELA-LITERACY.SL.11-12.1.A</p> <p>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.</p> <p>CCSS.ELA-LITERACY.SL.11-12.1.B</p> <p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>CCSS.ELA-LITERACY.SL.11-12.1.C</p> <p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>CCSS.ELA-LITERACY.SL.11-12.1.D</p> <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>CCSS.ELA-LITERACY.SL.11-12.2</p> <p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<p>Comprehension and Collaboration</p> <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>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.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives or arguments; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data or information.</p>

<p>CCSS.ELA-LITERACY.SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<p>3. Identify and evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>
<p>Presentation of Knowledge and Ideas CCSS.ELA-LITERACY.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>	<p>Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.</p>
<p>CCSS.ELA-LITERACY.SL.11-12.5 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.</p>	<p>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.</p>
<p>CCSS.ELA-LITERACY.SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)</p>	<p>6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate and addressing intended audience needs and knowledge level. (See grades 11–12 Language standards 1 and 3 for specific expectations.)</p>

**Compare and Contrast the Common Core ELA Standards for Grades 11-12
with the Alaska ELA Standards for Grades 11-12**

Common Core ELA Standards for Grades 11-12	Alaska ELA Standards for Grades 11-12
<p>Conventions of Standard English</p> <p>CCSS.ELA-LITERACY.L.11-12.1</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-LITERACY.L.11-12.1.A</p> <p>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>CCSS.ELA-LITERACY.L.11-12.1.B</p> <p>Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.</p>	<p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.</p>
<p>CCSS.ELA-LITERACY.L.11-12.2</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCSS.ELA-LITERACY.L.11-12.2.A</p> <p>Observe hyphenation conventions.</p> <p>CCSS.ELA-LITERACY.L.11-12.2.B</p> <p>Spell correctly.</p>	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Observe hyphenation conventions.</p> <p>b. Spell correctly.</p>
<p>Knowledge of Language</p> <p>CCSS.ELA-LITERACY.L.11-12.3</p> <p>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.</p> <p>CCSS.ELA-LITERACY.L.11-12.3.A</p> <p>Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>	<p>Knowledge of Language</p> <p>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.</p> <p>a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>
<p>Vocabulary Acquisition and Use</p> <p>CCSS.ELA-LITERACY.L.11-12.4</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</p>	<p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</p>

<p>CCSS.ELA-LITERACY.L.11-12.4.A</p> <p><u>Use</u></p> <p>context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)</p> <p>as a clue to the meaning of a word or phrase.</p> <p>CCSS.ELA-LITERACY.L.11-12.4.B</p> <p>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>CCSS.ELA-LITERACY.L.11-12.4.C</p> <p>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, its etymology, or its standard usage.</p> <p>CCSS.ELA-LITERACY.L.11-12.4.D</p> <p>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).</p>	<p>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., <i>Huck Finn</i>), idiomatic expressions (e.g., “it drives me up a wall”) as clues to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>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, its etymology, or its standard usage.</p> <p>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).</p>
<p>CCSS.ELA-LITERACY.L.11-12.5</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>CCSS.ELA-LITERACY.L.11-12.5.A</p> <p>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>CCSS.ELA-LITERACY.L.11-12.5.B</p> <p>Analyze nuances in the meaning of words with similar denotations.</p>	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations (definition) or determine the meaning of analogies.</p>
<p>CCSS.ELA-LITERACY.L.11-12.6</p> <p>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.</p>	<p>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.</p>

