

Use color coding to indicate if -Objectives

- Match AKSS

Not Found in AKSS

Found in Different Gr Level

In AKSS, not in current curriculum

Grade Level	Current Curriculum	Found in AKSS	Not Found in AKSS	In AKSS, different grade level/section	Essential Vocabulary	Notes
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Ronda-Green - Teresa - Latissue'

Grade Level	Current Curriculum	Found in AKSS	Not Found in AKSS	In AKSS, different grade level	Essential Vocabulary	Notes
		AK State Writing Standards K-5				
		Text Types and Purposes				
K	Express orally or in writing an opinion piece 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. p. 23, Genres and Purposes	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. 27, Text Types and Purposes: Note: the wording is different and this one gave examples	"Read" their own writing. p. 23 of FNSBSD			<u>Notes:</u> Are students taught about the concept of OPINION ? AK uses dictating=orally? Dictating -does it mean that the teacher will take dictation and write for the student?
K	Express orally or in writing an informative/explanatory text in which they name what they are writing about and supply some	2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about the				<u>Notes:</u> 6+1 Trait Writing Process is mentioned in FNSBSD Language Arts Curriculum, but teachers are not necessarily trained in that area.

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Seventy-	Ronda-Green - Teresa - Latissue'					
	information about the topic. p. 23, Genres and Purposes	topic. p.27, Text Types and Purposes				
	Use a combination of drawing, dictating, and writing to: label pictures (ES) <i>Participates in shared writing-Produce and expand complete sentences in shared language activities (ES)</i> <i>Complete sentences pattern (I see ___ looking at me) (ES)</i> <i>Write a simple thought or sentence ("I like my dog) (ES)</i> <i>Write or draw for self or specific purpose or audience (self-selected for play or real-life purpose) (ES) p. 23, Genres and Purposes</i>	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. 27, Text Types and Purposes				
		Production and Distribution of Writing				
	Writing Process- -Publish: Share work with an audience. p 24,	4. (Begins at grade 3)				

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Beverly- Ronda-Green - Teresa - Latissue'

	Respond to questions and suggestions from peers and add details to strengthen drawings and/or writing as needed . P 24, Revise-Writing Process-Production and Distribution of Writing	5e. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. p. Production and Distribution of Writing				
	Explore a variety of digital tools to produce and publish writing. p. 25, Word Study: Phonics, Spelling, Vocabulary	6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. p 28				
K		Writing Standards K-5				
		Research to Build and Present Knowledge				
	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them) p. 24, Research to Build and	7. Participate in shared research and writing projects (e.g., explore a number of books by favorite author and combined or summarize information/facts learned				

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	Present Knowledge (Research Skills)	to express opinions about them). p. 28, Research to Build and Present Knowledge				
	Recall information from experiences and/ or gather information from provided sources to answer a question. p. 24, Research to Build and Present Knowledge	8. With the guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. p. 28, Research to Build and Present Knowledge				T h e w o r d i n g i s a l i t t l e d i f f e r e

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Grade One	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 FNSBSD, P. 31	Writing Standards K-5 Text Types and Purposes 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). AKSS p. 27				
Grade One	-Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	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 of the most interesting fact or the most important idea shared). AKSS p. 27				

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Grade One	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	3. Use narrative writing to recount two or more real or imagined sequenced events, include some details regarding what happened, who was there, using linking words to signal an event order (e.g., first, next, then), and provide an ending (e.g., how the problem was solved; how someone felt at the end).				
		Production and Distribution of Writing				
Grade One	"Experiment with publishing formats (e.g., mini books, posters, class books, word processors) Prepare writing to be viewed by an audience Use proper grip on all writing tools. Use proper formation of upper and lowercase manuscript letter and numbers Write on lined paper." FNSBSD, p. 35	4. (Begins at grade 3)		4. (Begins at grade 3)		
Grade	Write in the functional	5. With guidance and				

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Ronda-Green - Teresa - Latissue'

One	genre-writing to perform a practical task (e.g., letters, lists, writing about reading) FNSBSDp. 32 -Participate in shared research and writing projects.FNSBSD p. 32	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. 27 AKSS				
Grade One	Use a variety of digital tools to produce and publish writing, including in collaboration with peers p. 35 FNSBSD, Presentation	6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.				T h e r e i s n o m e n t i o n o f t h e p

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						h y s i c a l a c t o f w r i t i n g . i n A K S S (h o l d i n g

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		Research to Build and Present Knowledge				
Grade One	Participate in shared writing projects.	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).				

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Beverly - Ronda-Green - Teresa - Latissue'						
Grade One	Recall information from experiences or gather information from provided sources to answer a question Ask questions and gather information on a topic Take notes or make sketches to help in remembering information Use resources to write words (e.g., word wall, books, peer, teacher) Identify sources of information FNSBSDp. 32	8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. AKSS, p. 28	Use resources to write words (e.g., word wall, books, peer, teacher) Identify sources of information p. 32 FNSBSD			
Grade One		9. (Begins in grade 4)				
		Range of Writing				
Grade One	Use a variety of texts as models. FNSBSD, p.31	10. (Begins in grade 3)	Use a variety of texts as models.			imp o

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Beverly-	Ronda-Green - Teresa - Latissue'					
						r t a n t t o b e g i n n i n g w r i t e r s .
	Items found in FNSBSD missing in AKSS					
Grade One	"Understand that varying types of poetry can be used as a means to communicate or describe feelings or images" FNSBSD, Genres		"Understand that varying types of poetry can be used as a			T h e w o

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Beaverty Ronda-Green - Teresa - Latissue'						
	and Purposes, p. 32		means to communicate or describe feelings or images" FNSBSD, Genres and Purposes, p. 32			r d " p o e t r y " i s n , t i n t h e A K S S i n w r

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Beverly - Ronda-Green - Teresa - Latissue'						
Grade One	"Be aware of intended audience when writing." FNSBSD, Genres and Purposes p. 32		"Be aware of intended audience when writing." FNSBSD, Genres and Purposes p. 32			
Grade One	"Identify sources of information." FNSBSD, Research to build and Present Knowledge, p. 32		"Identify sources of information." FNSBSD, Research to build and Present Knowledge, p. 32			
						A K S S a r e l a c k i n g

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Beverly	Ronda-Green - Teresa - Latissue'					
						identify sources of information
Grade one	"Prewrite: Gather ideas and organize Generate writing ideas based on class experiences		Thinking Maps, etc. Choose topics that			The wri

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Beverly	Ronda-Green - Teresa - Latissue'					
	using brainstorming, lists, webs, Thinking Maps, etc. Choose topics that are personally significant Organize thoughts to prepare for writing" FNSBSD, p. 32		are personally significant Organize thoughts to prepare for writing" "Prewrite: Gather ideas and organize Generate writing ideas based on class experiences using brainstorming, lists, webs, FNSBSD, p. 32			
						ti n g c y c l e o r a d e f i n i t i o n o f w h a t m a k e s a g

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Beverly-	Ronda-Green - Teresa - Latissue'					
						e r e d i n p r e c e d i n g g r a d e s .
Grade One	Production and Distribution of Writing "Draft: Composition and fluency Create a draft focusing on a single topic, using drawings and a minimum of three complete sentences.		Production and Distribution of Writing "Draft: Composition and fluency Create a draft			

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Beverly-	Ronda-Green - Teresa - Latissue'					
Grade One	"Revise: Change content for clarity and originality Respond to questions and suggestions from peers, add details to strengthen writing Provide meaningful feedback to peers Revise writing for meaning, correctness, and clarity Accept ideas and suggestions from peers and adults" FNSBSD, p. 33		focusing on a single topic, using drawings and a minimum of three complete sentences. suggestions from peers and adults" "Revise: Change content for clarity and originality Respond to questions and suggestions from peers, add details to strengthen writing Provide meaningful feedback to peers Revise writing for meaning,			

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			correctness, and clarity Accept ideas and FNSBSD, p. 33			
Grade One	"Edit: Correct mechanics, spelling, and format Use editing checklist for independent and shared writing pieces Read back own writing" FNSBSD, p. 33		"Edit: Correct mechanics, spelling, and format Use editing checklist for independent and shared writing pieces Read back own writing" FNSBSD, p. 33			
Grade One	"Publish: Share work with an audience Publish a minimum of one product per quarter FNSBSD, p. 33 under Publish		audience Publish a minimum of one product per quarter" Publish: Share			T h e r e i s

Notes

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Saverty-	Ronda-Green - Teresa - Latissue'					
						O f w r i t i n g p e r q u a r t e r i n A K S S
Grade One	" Attitude/Stamina With teacher support, set personal goals for writing development Build stamina to write independently for 10-15 minutes through participation in the writing		"Attitude/Stamina With teacher support, set personal goals for writing development			

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Beverly	Ronda-Green - Teresa - Latissue'					
	process. Be willing to share own writing. Use writing to convey thoughts/ideas." FNSBSD, P. 35		Build stamina to write independently for 10-15 minutes through participation in the writing process. Be willing to share own writing. Use writing to convey thoughts/ideas." FNSBSD, P. 35			

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Beverly-	Ronda-Green - Teresa - Latissue'					
Grade 2	"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., <i>because</i> , <i>and</i> , <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section." Genres and Purposes, Grade 2, pg. 41, bullet 1.	"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., <i>because</i> , <i>and</i> , <i>also</i>) to connect opinion and reasons, and provide one or more concluding sentences that restate or paraphrase their opinion." Text Types and Purposes, Grade 2, pg. 27, Std. 1.				" : . o n e o r m o r e c o n c l u d i n g s e n t e n c e s +

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		Text Types and Purposes				

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Beverly-	Ronda-Green - Teresa - Latissue'					
Grade 2	"Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section." Genres and Purposes, Grade 2, pg. 41, bullet 2. "Recognize and produce the following genres: narrative, informative, opinion, friendly letter, and poetry." Genres and		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." Text Types and Purposes, Grade 2, pg. 27, Std. 2.			ELA Curriculum "...or one or more co

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Beverly-	Ronda-Green - Teresa - Latissue'	Purposes, Grade 2, pg. 41, bullet 8.				
						n c i u d i n g s e n t e n c e s t h a t e m p r a s . i z e + k

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Grade 2	"Write narratives in which the 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." Genres and Purposes, Grade 2, pg. 41, bullet 3.	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." Text Types and Purposes, Grade 2, pg. 27, Std. 3.				

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		Production and Distribution of Writing				
Grade 2	"Publish: Share work with an audience -See Writing Strand: Communicate ideas using varied tools of technology -Continue to develop efficient keyboarding skills -Publish a minimum of one product per quarter" Production and Distribution of Writing, Grade 2, pg. 43	4. "(Begins in grade 3)" Production and Distribution of Writing, Grade 2, pg. 27, Std. 4.				Need to be preserved in 2nd grade