

Department of Education  
& Early Development



# **ALASKA STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-12**

Including English/Language Arts Anchor Standards and Glossary

Adopted June 2012



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## Alaska English/Language Arts and Mathematics Content Standards

High academic standards are an important first step in ensuring that all Alaska's students have the tools they need for success. These standards reflect the collaborative work of Alaskan educators and national experts from the nonprofit National Center for the Improvement of Educational Assessment. Further, they are informed by public comments. Alaskan teachers have played a key role in this effort, ensuring that the standards reflect the realities of the classroom. Since work began in spring 2010, the standards have undergone a thoughtful and rigorous drafting and refining process.

A nationwide movement among the states and employers has called for America's schools to prepare students to be ready for postsecondary education and careers. Standards in English/language arts and mathematics build a foundation for college and career readiness. Students proficient in the standards read widely and deeply in a range of subjects, communicate clearly in written and spoken English, have the capacity to build knowledge on a subject, and understand and use mathematics.

Industry leaders were part of Alaska's standards review. Repeatedly these leaders placed the greatest weight on critical thinking and adaptability as essential skills in the workplace. Industry leaders believe that strengthening our K-12 system will help ensure that Alaskans are prepared for high-demand, good-wage jobs. Instructional expectations that include employability standards will help students prepare for a career.

Additionally, institutions of higher education were engaged in refining Alaska's standards. These educators focused on whether the standards would culminate in student preparedness. Students proficient in Alaska's standards will be prepared for credit-bearing courses in their first year of postsecondary education. It is critical that students can enter institutions of higher education ready to apply their knowledge, extend their learning, and gain technical and job-related skills.

These standards do not tell teachers how to teach, nor do they attempt to override the unique qualities of each student and classroom. They simply establish a strong foundation of knowledge and skills all students need for success after graduation. It is up to schools and teachers to decide how to put the standards into practice and incorporate other state and local standards, including cultural standards. In sum, students must be provided opportunities to gain skills and learn to apply them to real-world life and work situations.

## Introduction to English/Language Arts Standards

### *Reading*

The standards establish increasing complexity in what students must be able to read so all students are ready for the demands of college-level and career-level reading no later than the end of high school. The standards also require the progressive development of reading comprehension; students advancing through the grades are able to gain more from whatever they read.

Through reading a diverse array of classic, contemporary, and Alaskan-based literature as well as challenging informational texts, students are expected to build knowledge, gain insights, explore possibilities, and broaden their perspective. This may require a review of texts provided at various grades, and within courses, to determine if the full breadth of reading is available.

The reading standards in K-5 include Foundational Skills. The Foundational Skills are focused on developing students' understanding and working-knowledge of print concepts, phonological awareness, phonics and word recognition, and fluency. A key design feature is that at the same time students are developing strong Foundational Skills (learning to read well) they are also developing strong comprehension and vocabulary skills by listening to and reading stories and informational texts about animals, space, or the history of where they live.

The reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college- and career-readiness level. Teachers are to engage students in a range of text at multiple grade levels; an extension into upper grade levels may require scaffolding. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of the text, including making an increased number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

### *Writing*

The ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence is a cornerstone of the writing standards, with opinion writing—a basic form of argument—extending down into the earliest grades.

Student research includes both short, focused projects and longer-term, in-depth projects. This is emphasized throughout the standards. Research skills are predominantly in the writing strand since a written analysis and presentation of findings are so often critical to communicate information.

## *Speaking and Listening*

The standards require that students gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking as well as through media.

An important focus of the speaking and listening standards is academic discussion in one-on-one, small-group, and whole-class settings. Formal presentations are important, but so is the more informal discussion that takes place as students collaborate to answer questions, build understanding, and solve problems.

## *Language*

The standards provide opportunities for students to develop their vocabularies through a mix of conversations, direct instruction, and reading. The standards emphasize word meanings and nuances of words, and steadily expand the repertoire of words and phrases.

The language standards prepare students for real life experience at college and in twenty-first century careers. Students must be able to use formal English in their writing and speaking and be able to make informed, skillful choices among the many ways to express themselves through language.

A Language Progressive Skills table accompanies the language standards. The table shows language standards introduced in each grade that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. In other words, even though the standards noted in the Language Progressive Skills table are not repeated in higher grades, they must be incorporated into instruction.

## *Literacy development across the curriculum*

The literacy standards establish that interaction in reading, writing, speaking, listening, and language be shared responsibly within the school. The K-5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to English/language arts. The grades 6-12 standards are divided into two sections, one for English/language arts and the other for history/social studies, science, and technical subjects. This division recognizes that teachers in other content areas must have a role in the development of students' literacy skills.

## Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language

The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

### *They demonstrate independence.*

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of Standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

### *They build strong content knowledge.*

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

### *They respond to the varying demands of audience, task, purpose, and discipline.*

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

### *They comprehend as well as critique.*

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.

*They value evidence.*

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

*They use technology and digital media strategically and capably.*

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and media and can select and use those best suited to their communication goals.

*They come to understand other perspectives and cultures.*

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

# Organization of English/Language Arts Standards

The Standards comprise two main sections: a comprehensive K-5 section and content area-specific section for grades 6-12. Appendices and instructional tools accompany the main document and can be found on the state’s website <http://www.eed.alaska.gov>.

Standards for each grade within K-8 and for grade spans 9-10 and 11-12 follow the same anchor standards for each content area: reading, writing, listening and speaking, and language. Each grade-specific standard corresponds to the same-numbered anchor standard. Put another way, each anchor standard has an accompanying grade-specific standard translating the broader statement into grade-appropriate end-of-year expectations. Anchor standards “anchor” the document and define general, cross-disciplinary literacy expectations.

**Alaska Anchor Standards for Reading Grades K-12**

The K-12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the anchor standards below by number. The grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

**Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section or chapter) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in traditional print and digital formats.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance to the topic.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches to the subject.

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

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

Grade-Specific Standards



**Reading Standards for Literature K-5**

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Kindergartners:	Grade 1 students:	Grade 2 students:
<b>Key Ideas and Details</b>		
1. With prompting and support, ask and answer questions about a literary text using key details from the text.	1. Ask and answer questions about a literary text using key details from the text.	1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of a literary text using key details.
2. With prompting and support, retell familiar stories, using key details.	2. Retell stories, using key details, and demonstrate understanding of the message (e.g., teach a lesson, make you laugh, tell a story, or tell about an event) or lesson.	
3. With prompting and support, identify characters, settings, major events, and problem-solution in a story, play, settings, or poem, using key details.	3. Describe characters, major events, and problem-solution in a story, play, settings, or poem that suggest feelings or appeal to the senses.	
4. Ask and answer questions about unknown words in a text.	4. Identify words and phrases in stories, plays, or poems that suggest feelings or appeal to the senses.	
5. Identify common types of texts (e.g., picture books, stories, poems, songs).	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. With prompting and support, name the author and illustrator of a story and describe the role of each in telling the story.	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).	

**Reading Standards for Informational Text K-5**

Kindergartners:	Grade 1 students:	Grade 2 students:
<b>Key Ideas and Details</b>		
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.	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.	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. With prompting and support, identify the main topic and retell key details of a text.	2. Identify the main topic or author’s purpose (e.g., to teach or tell us about ...) and retell key details of a text.	2. Identify the main topic or author’s purpose as well as the focus of specific paragraphs within the text.
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<b>Craft and Structure</b>		
4. With prompting and support, ask and answer questions about unknown words in a text.	4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
5. Identify the front cover, back cover, and title page of a book.	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.	5. Know and use various text features (e.g., captions, bold print, headings, charts, bulletted or numbered lists, electronic menus, icons) to locate key facts or information in a text efficiently.
6. Name the author and illustrator of a text and describe the role of each in presenting the ideas or information in a text.	6. Distinguish between information provided by photos or other graphics and information provided by the words in a text.	6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
<b>Integration of Knowledge and Ideas</b>		
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).	7. Use the illustrations and details in a text to describe its key ideas.	7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
8. With prompting and support, identify the opinions an author states in text.	8. Identify the opinions an author states to support points in a text.	8. Describe how reasons given support specific opinions the author states in a text.
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 habitats).	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).	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).

Each anchor standard has an accompanying grade-specific standard translating the broader statement into grade-appropriate end-of-year expectations

The K-12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness. Individual grade-specific standards can be identified by their content/focus, grade, strand, and number (or number and letter, where applicable), so that RI.4.3, for example, stands for Reading, Informational Text, grade 4, standard 3, and W.5.1a stands for Writing, grade 5, standard 1a.

Anchor standards are coded similarly. For example, R.CS.6 stands for Reading, Craft and Structure, standard 6.

**Alaska Anchor Standards for Reading Grades K-12**

The K-12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the anchor standards below by number. The grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

**Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Craft and Structure**

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

**Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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

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

**Strand Key:**

- KI - Key Ideas and Details
- CS - Craft and Structure
- IK - Integration of Knowledge and Ideas
- RR - Range of Reading and Level of Text Complexity

## **Alaska English/Language Arts Anchor Standards**

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## *Alaska Anchor Standards Reading Grades K-12*

The K-12 grade-specific standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the anchor standards below by number. The grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### **Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### **Craft and Structure**

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

### **Integration of Knowledge and Ideas**

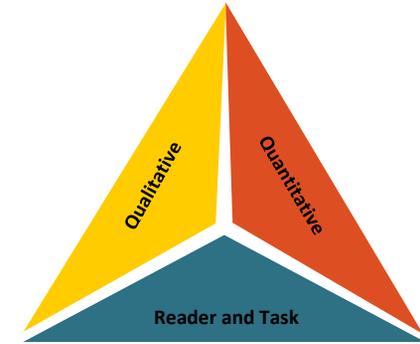
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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

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

### Measuring Text Complexity: Three Factors

1. Quantitative measures – readability and other scores of text complexity, often best measured by computer software.
2. Qualitative measures – levels of meaning, structure, language conventionality and clarity, and knowledge demands, often best measured by an attentive human reader.
3. Reader and Task considerations – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned, often best made by educators employing their professional judgment.



Text complexity described in Standard 10 is not limited to the quantitative measure, which deals exclusively with length and number of words. The more rigorous standard considers a qualitative measure, which addresses the levels of meaning, structure, language conventionality and clarity. Reader and task considerations look at the background knowledge of reader, motivation and interest. For instance, Steinbeck’s *Grapes of Wrath* may be considered at the second-grade level when looking only at the quantitative measure, but when the language conventions and background knowledge of the reader are considered, it is a ninth grade level.

### Range of Text Types for K-5

Students in K-5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature			Informational Text
<b>Stories</b>	<b>Dramas</b>	<b>Poetry</b>	<b>Literary Nonfiction and Historical, Scientific, and Technical Texts</b>
Includes children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Includes staged dialogue and brief familiar scenes	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics

### Range of Text Types for 6-12

Students in 6-12 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature			Informational Text
<b>Stories</b>	<b>Dramas</b>	<b>Poetry</b>	<b>Literary Nonfiction and Historical, Scientific, and Technical Texts</b>
Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels	Includes one-act and multi-act plays, both in written form and on film	Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics	Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience

## *Alaska Anchor Standards for Writing Grades K-12*

The K-12 grade-specific standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the anchor standards below by number. The grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### **Text Types and Purposes**

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

### **Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### **Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Range of Writing**

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

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

The K-12 grade-specific standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the anchor standards below by number. The grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### **Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### **Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and that the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## *Alaska Anchor Standards for Language Grades K-12*

The K-12 grade-specific standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the anchor standards below by number. The grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### **Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### **Knowledge of Language**

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

### **Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

## Language Progressive Skills, by Grade

The following skills, marked with an asterisk (\*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard	Grade(s)							
	3	4	5	6	7	8	9-10	11-12
<b>L.3.1f.</b> Ensure subject-verb and pronoun-antecedent agreement.								
<b>L.3.3a.</b> Choose words and phrases for effect.								
<b>L.4.1f.</b> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.								
<b>L.4.1g.</b> Correctly use frequently confused words (e.g., <i>to/too/two</i> ; <i>there/their</i> ).								
<b>L.4.3a.</b> Choose words and phrases to convey ideas precisely.*								
<b>L.4.3b.</b> Choose punctuation for effect.								
<b>L.5.1d.</b> Recognize and correct inappropriate shifts in verb tense.								
<b>L.5.2a.</b> Use punctuation to separate items in a series.†								
<b>L.6.1c.</b> Recognize and correct inappropriate shifts in pronoun number and person.								
<b>L.6.1d.</b> Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).								
<b>L.6.1e.</b> Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.								
<b>L.6.2a.</b> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.								
<b>L.6.3a.</b> Vary sentence patterns for meaning, reader/listener interest, and style.‡								
<b>L.6.3b.</b> Maintain consistency in style and tone.								
<b>L.7.1c.</b> Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								
<b>L.7.3a.</b> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								
<b>L.8.1d.</b> Recognize and correct inappropriate shifts in verb voice and mood.								
<b>L.9–10.1a.</b> Use parallel structure.								

\*Subsumed by L.7.3a

†Subsumed by L.9–10.1a

‡Subsumed by L.11–12.3a

## **Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12**

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## Reading Standards for Literacy in History/Social Studies 6-12

The standards below begin in grade 6; standards for K-5 reading in history/social studies, science and technical subjects are integrated in the K-5 Reading standards. The Alaska Reading Anchor Standards and high school standards in literacy work in tandem to define college and career readiness expectations – the former providing broad standards, the latter providing additional specificity.

Grades 6-8 students:	Grades 9-10 students:	Grades 11-12 students:
<b>Key Ideas and Details</b>		
<p><b>1.</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>2.</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p><b>3.</b> Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p>	<p><b>1.</b> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p><b>2.</b> Determine the central ideas or information of a primary or secondary source; provide accurate summary of how key events or ideas develop over the course of the text.</p> <p><b>3.</b> Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>	<p><b>1.</b> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><b>2.</b> Determine the central ideas or information of a primary or secondary source; provide accurate summary that makes clear the relationships among the key details and ideas.</p> <p><b>3.</b> Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>
<b>Craft and Structure</b>		
<p><b>4.</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p><b>5.</b> Describe how a text presents information (e.g., sequentially, comparatively, causally)</p> <p><b>6.</b> Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p>	<p><b>4.</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p> <p><b>5.</b> Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p><b>6.</b> Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p>	<p><b>4.</b> 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><b>5.</b> Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p><b>6.</b> Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p>

## Reading Standards for Literacy in History/Social Studies 6-12

Grades 6-8 students:	Grades 9-10 students:	Grades 11-12 students:
<b>Integration of Knowledge and Ideas</b>		
<p><b>7.</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><b>8.</b> Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p><b>9.</b> Analyze the relationship between a primary and secondary source on the same topic.</p>	<p><b>7.</b> Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital texts.</p> <p><b>8.</b> Assess the extent to which the reasoning and evidence in a text support the author’s claim.</p> <p><b>9.</b> Compare and contrast treatments of the same topic in several primary and secondary sources.</p>	<p><b>7.</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><b>8.</b> Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p> <p><b>9.</b> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>
<b>Range of Reading and Level of Text Complexity</b>		
<p><b>10.</b> By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</p>	<p><b>10.</b> By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.</p>	<p><b>10.</b> By the end of grade 12, read and comprehend history/social studies texts in the grades 11-12 text complexity band independently and proficiently.</p>

## Reading Standards for Literacy in Science and Technical Subjects 6-12

Grades 6-8 students:	Grades 9-10 students:	Grades 11-12 students:
<b>Key Ideas and Details</b>		
<p><b>1.</b> Cite specific textual evidence to support analysis of science and technical texts.</p> <p><b>2.</b> Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p><b>3.</b> Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p>	<p><b>1.</b> Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p><b>2.</b> Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p> <p><b>3.</b> Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p>	<p><b>1.</b> Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p><b>2.</b> Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p><b>3.</b> Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p>
<b>Craft and Structure</b>		
<p><b>4.</b> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.</p> <p><b>5.</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.</p> <p><b>6.</b> Analysis the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</p>	<p><b>4.</b> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.</p> <p><b>5.</b> Analyze the structure of the relationships among concepts in a text, including relationships among key terms (<i>e.g., force, friction, reaction force, energy</i>).</p> <p><b>6.</b> Analyze the author’s purpose in providing an explanation, describing a pOcedure, or discussing an experiment in a text, defining the question the author seeks to address.</p>	<p><b>4.</b> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.</p> <p><b>5.</b> Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p><b>6.</b> Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.</p>

## Reading Standards for Literacy in Science and Technical Subjects 6-12

Grades 6-8 students:	Grades 9-10 students:	Grades 11-12 students:
<b>Integration of Knowledge and Ideas</b>		
<p><b>7.</b> Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p> <p><b>8.</b> Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p> <p><b>9.</b> Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p>	<p><b>7.</b> Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p><b>8.</b> Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.</p> <p><b>9.</b> Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p>	<p><b>7.</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p><b>8.</b> Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p><b>9.</b> Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon or concept, resolving conflicting information when possible.</p>
<b>Range of Reading and Level of Text Complexity</b>		
<p><b>10.</b> By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.</p>	<p><b>10.</b> By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.</p>	<p><b>10.</b> By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.</p>

## Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects 6-12

The standards below begin in grade 6; standards for K-5 writing in history/social studies, science, and technical subjects are integrated into the K-5 writing standards. The Alaska Writing Anchor Standards and high school standards in literacy work in tandem to define college and career readiness expectations – the former providing broad standards, the latter providing additional specificity.

Grades 6-8 students:	Grades 9-10 students:	Grades 11-12 students:
<b>Text Types and Purposes</b>		
<p><b>1.</b> Write arguments focused on discipline-specific content.</p> <p>a. Introduce claim(s) about a topic or issue, 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 relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</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><b>1.</b> Write arguments focused on discipline-specific content.</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 the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and 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><b>1.</b> Write arguments focused on discipline-specific content.</p> <p>a. Introduce precise claim(s), 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 the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form 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>

## Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects 6-12

Grades 6-8 students:	Grades 9-10 students:	Grades 11-12 students:
<p><b>2.</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; 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 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 and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p><b>2.</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</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>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 varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</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><b>2.</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</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 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 varied transitions and sentence structures 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 and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. 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>

## Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects 6-12

Grades 6-8 students:	Grades 9-10 students:	Grades 11-12 students:
3. Not applicable as a separate requirement.	3. Not applicable as a separate requirement.	3. Not applicable as a separate requirement.

**Note:** Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and information/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.	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.	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	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.	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.

### 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.	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.	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.
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## Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects 6-12

Grades 6-8 students:	Grades 9-10 students:	Grades 11-12 students:
<p><b>8.</b> 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><b>9.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p><b>8.</b> 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><b>9.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p><b>8.</b> 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 specific 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><b>9.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>

<b>Range of Writing</b>		
<p><b>10.</b> Write routinely over extended time frames (time for 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><b>10.</b> Write routinely over extended time frames (time for 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><b>10.</b> Write routinely over extended time frames (time for 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>

## Glossary for English/Language Arts Standards

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### **author's purpose**

Purpose is the goal or objective the author is trying to accomplish; the intention or reason for writing a text; for example: to persuade, to entertain, to describe, to explain.

### **collegial**

Marked by camaraderie among colleagues.

### **domain-specific words and phrases**

Vocabulary specific to a particular field of study: analogous to tier-three words.

### **expository text**

Nonfiction, factual prose written to explain or convey information.

### **fallacious**

Embodying a fallacy.

### **figurative language**

Language that moves beyond the literal in which a figure of speech is used to heighten the meaning; for example: hyperbole, metaphor, personification, or simile.

### **general academic words and phrases**

Vocabulary common to written texts but not commonly a part of speech.

### **informational text**

Explanatory writing that serves one or more closely related purposes: to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing conveys information accurately.

### **literary text**

This category is used to classify literary works, usually by form, technique, or content: novel, essay, short story, comedy, epic.

### **narrative writing**

Writing that conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes: inform, instruct, persuade, or entertain. Narratives take many forms: creative fictional stories, memoirs, anecdotes, and autobiographies.

### **persuasive writing**

The purpose is to convince the reader of an idea, to change the reader's mind, or to move the reader to action: letters to the editor, political pamphlets.

### **register**

A variety of language used for a specific purpose or in a particular social setting; appropriate register depends upon the audience, purpose, topic, and location; for example: a different type of language may be used for speaking to friends than to teachers.

**scaffolding**

Temporary guidance or assistance provided to a student by a teacher, another adult, or a more capable peer, enabling the student to perform a task he or she otherwise would not be able to do alone, with the goal of fostering the student's capacity to perform the task independently.

**technical text**

Practical, accurate, and precise communication of specialized information that imparts facts, persuades with facts, or analyzes data or problems. The format is clear and efficient, often including headings, itemized lists with bullets, diagrams, or tables: instruction manual, scientific article, sales letter, letter of recommendation, proposal, or memo.

