

**Section B:
Elementary
Revised Learning
Objectives
(Grades K-5)**

Adopted April 15, 2014

Kindergarten Revised Learning Objectives

READING

Reading Literature*	Informational Text*	FNSBSD Additional Objectives	Essential Vocabulary
Key Ideas & Details (KI)			
<ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about a literary text using key details from the text. 2. With prompting and support, retell familiar stories, using key details. 3. With prompting and support, identify characters, settings, major events, and problem-solution in a story, song, or poem. 	<ol style="list-style-type: none"> 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. 2. With prompting and support, identify the main topic and retell key details of a text. 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. 	<p>With peers and adults in small and larger groups.</p>	<ul style="list-style-type: none"> • Main idea • Retell • Informational Text • Fiction • Non-Fiction
Craft & Structure (CS)			
<ol style="list-style-type: none"> 4. Ask and answer questions about unknown words in a text. 5. Identify common types of texts (e.g., picture books, stories, poems, songs). 6. With prompting and support, name the author and illustrator of a story and describe the role of each in telling the story. 	<ol style="list-style-type: none"> 4. With prompting and support, ask and answer questions about unknown words in a text. 5. Identify the front cover, back cover, and title page of a book 6. Name the author and illustrator of a text and describe the role of each in presenting the ideas or information in a text. 		
Integration of Knowledge & Ideas (IK)			
<ol style="list-style-type: none"> 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. 8. (Not applicable to literature) 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. 	<ol style="list-style-type: none"> 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). 8. With prompting and support, identify the opinions an 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 babies). 		<ul style="list-style-type: none"> • Opinion

*Alaska English Language/Arts Standards, June 2012

Range of Reading and Level of Text Complexity (RR)

10. Actively engage in shared reading activities using literature from a variety of cultures with purpose and understanding, and scaffolding as needed.

10. Actively engage in shared reading activities using a range of topics and texts with purpose and understanding, with scaffolding as needed.

Reading Standards: Foundational Skills For K-5*

FNSBSD Additional Objectives

Essential Vocabulary

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.
 - a. Follow words from left to right, top to bottom, and age-y-page.
 - b. Recognize that spoken words are represented in written language by specific sequences of letters.
 - c. Understand that words are separated by spaces in print.
 - d. Recognize and name all upper- and lowercase letters of the alphabet.

- Understand the concepts of letter, word and sentence
- Recognize and name all upper and lowercase letters of the alphabet in random order
- Differentiate consonants and vowels

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Recognize and produce rhyming words.
 - b. Count, pronounce, blend, and segment syllables in spoken words.
 - c. Blend and segment onsets and rimes of single-syllable spoken words.
 - 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/, /t/, or /x/.)
 - e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

*Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

- Segment sentences into words *
- Hear, say, and generate rhyming words
- Count and clap syllables

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - 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.
 - b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
 - c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
 - d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

*Alaska English Language/Arts Standards, June 2012

Fluency

4. Read emergent-reader texts with purpose and understanding.

WRITING

Writing Standards*	FNSBSD Additional Objectives	Essential Vocabulary
<p>Text Types and Purposes</p> <ol style="list-style-type: none"> 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...). 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. 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>Student will “read” own writing.</p>	<ul style="list-style-type: none"> • Opinion • Preference • Sequence
<p>Production and Distribution of Writing</p> <ol style="list-style-type: none"> 4. (Begins in Grade 3). 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. 6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. 		
<p>Research to Build and Present Knowledge</p> <ol style="list-style-type: none"> 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). 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 9. (Begins in Grade 4). 		<ul style="list-style-type: none"> • Summarize
<p>Range of Writing</p> <ol style="list-style-type: none"> 10. (Begins in Grade 3). 		

*Alaska English Language/Arts Standards, June 2012

SPEAKING AND LISTENING

Speaking and Listening Standards*

FNSBSD Additional Objectives

Essential Vocabulary

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - b. Continue a conversation through multiple exchanges.
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.
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

4. Describe familiar people, places, things, and events, and with prompting and support, provide additional related details.
5. Add drawings or other visual displays to descriptions as desired to provide additional details.
6. Speak audibly and express thoughts, feelings, and ideas clearly in complete sentences when appropriate to task and situation.

LANGUAGE

Language Standards*

FNSBSD Additional Objectives

Essential Vocabulary

Conventions of Standards English

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.

- Upper Case
- Lower Case

*Alaska English Language/Arts Standards, June 2012

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.

- Capitalize
- Punctuation
- Vowel
- Consonant

Knowledge of Language

3. (Begins in Grade 2).

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird). Write first and last name with correct capitalization.
- 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.

5. With guidance and support from adults, explore word relationships and nuances in word meanings.

- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

**Alaska English/Language Arts Standards, June 2012*

Grade 1 Revised Learning Objectives

Learner Objectives and Vocabulary

READING

Reading Literature*	Informational Text*	FNSBSD Additional Objectives	Essential Vocabulary
Key Ideas & Details (KI)			
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.	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. 2. Identify the main topic or author’s purpose (e.g., to teach or tell us about…) and retell key details of a text. 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Acquire new information while reading. Infer cause and effect as implied in the text. Express personal connections through discussion. Infer cause and effect as implied in the text.	<ul style="list-style-type: none"> • Inference • Retell • Summarize • Detail • Fiction • Non-fiction • Setting • Character • Major Event
Craft & Structure (CS)			
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, a narrator/story teller).	4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 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. 6. Distinguish between information provided by photos or other graphics and information provided by the words in a text.	Sequence three events.	<ul style="list-style-type: none"> • Poetry • Point of view • Genre
Integration of Knowledge & Ideas (IK)			
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)	7. Use the illustrations and details in a text to describe its key ideas. 8. Identify the opinions an author states to support points in a text.		<ul style="list-style-type: none"> • Problem • Solution

*Alaska English Language/Arts Standards, June 2012

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| 9. With prompting and support, compare and contrast the adventures and experiences of characters in stories. | 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). | <ul style="list-style-type: none"> • Compare • Contrast |
|--|---|---|

Range of Reading and Level of Text Complexity (RR)

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| 10. With prompting and support, read prose and poetry from a variety of cultures of appropriate complexity for Grade 1. | 10. With prompting and support, read informational texts on a range of topics appropriately complex for Grade 1, with scaffolding as needed. | <p>Recognize authors and illustrators.</p> <p>Make predictions as to what will happen next. Identify and choose just-right books. Participate in self-selected reading of appropriate level extending to 20 min. Read independently for up to 20 min.</p> <ul style="list-style-type: none"> • Predict |
|---|--|---|

Reading Standards: Foundational Skills For K-5*

FNSBSD Additional Objectives

Essential Vocabulary

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.
 - a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Understand one-to-one correspondence between spoken and written words.

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Distinguish long from short vowel sounds in spoken single-syllable words.
 - b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

**Alaska English Language/Arts Standards, June 2012*

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Know the spelling-sound correspondences for common consonant digraphs.
 - b. Decode regularly spelled one-syllable words.
 - c. Know final -e and common vowel team conventions for representing long vowel sounds.
 - d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
 - e. Decode two-syllable words following basic patterns by breaking the words into syllables.
 - f. Read words with inflectional endings.
 - g. Recognize and read grade-appropriate irregularly spelled words.

- Understand alphabetical order.
 - Know the spelling-sound correspondences for common blends (eg., dr, ble, st).
 - Self-monitor and correct for accuracy using 3-cueing systems (meaning, structural and visual).
- Syllable
 - Vowel Team Conventions

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read on-level text with purpose and understanding.
 - b. Read on-level text 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.

- Recognize and use concept words (e.g., color names, number words, days of the week, months of the year).
- Develop an increasing bank of sight words including content specific words (e.g., science, social studies, holiday).

WRITING

Writing Standards*

FNSBSD Additional Objectives

Essential Vocabulary

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).
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).

- Be aware of intended audience when writing.
 - Use writing to convey thoughts.
- Opinion
 - Facts

*Alaska English Language/Arts Standards, June 2012

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).

Understand that varying types of poetry can be used as a means of communication or describe feelings or images.

- Sequence (d)
- Details
- Linking Words
- Signal Words

Production and Distribution of Writing

4. (Begins in Grade 3).

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.

Choose topics that are personally significant.

- Topic
- Respond
- Concrete
- Sensory Details

6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

- Share work with an audience.
- Publish a minimum of one product per quarter.
- Change content for clarity and originality.
- Add details to strengthen writing.
- Revise writing for meaning, correctness, and clarity.
- Respond to questions and suggestions from peers.
- Accept ideas and suggestions from peers and adults.
- Provide meaningful feedback to peers.

- Collaboration
- Revise
- Format
- Audience

**Alaska English Language/Arts Standards, June 2012*

Research to Build and Present Knowledge

- 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).
- 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- 9. (Begins in Grade 4).

Range of Writing

- 10. (Begins in Grade 3).

Use resources to write words (e.g., word wall, books, peer, teacher).
 Use a variety of texts as models.
 With teacher support, set personal goals for writing development.
 Build stamina to write independently for 10-15 minutes through participation in the writing process.
 Be willing to share own writing.

SPEAKING AND LISTENING

Speaking and Listening Standards*	FNSBSD Additional Objectives	Essential Vocabulary
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Comprehension and Collaboration

- 1. Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and large 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.

Differentiate between asking, answering a question, and telling a story.

- Collaboration
- Comprehension
- Statement
- Clarify

*Alaska English Language/Arts Standards, June 2012

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.

Enjoy listening to stories.

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).

Understand, restate and follow two-step directions.
 Recognize and use rhythm of language to memorize and recite material.

LANGUAGE

Language Standards*

FNSBSD Additional Objectives

Essential Vocabulary

Conventions of Standards English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Print all upper- and lowercase letters.
 - b. Use common, proper, and possessive nouns.
 - c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
 - d. Use personal, possessive, and indefinite pronouns (e.g., I me, my; they, them, their, anyone, everything).
 - 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).

**Alaska English Language/Arts Standards, June 2012*

- f. Use frequently occurring adjectives.
- g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- h. Use determiners (e.g., articles, demonstratives).
- i. Use frequently occurring prepositions (e.g., during, beyond, toward)
- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

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

- a. Capitalize dates and names of people.
- b. Use end punctuation for sentences.
- c. Use commas in dates and to separate single words in a series.
- d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

Knowledge of Language

3. (Begins in Grade 2).

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.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Use frequently occurring affixes as a clue to the meaning of a word.

5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- 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).
- c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- 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.

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).

**Alaska English Language/Arts Standards, June 2012*

Self-monitor and correct for accuracy (3-cueing systems: meaning, structural, visual).

Decode and compose using:

- Initial, medial, and final consonants.
- Long vowels, consonant blends (dr, bl, st).
- Digraphs (ch, sh, th, wh).
- Word families.

Say a word slowly to hear a sound and write a letter that represents it.

Hear and write beginning, middle, and ending consonant sounds to spell one-syllable words.

Recognize and use phonograms (vc, cvc, cvce, vcc).

**Alaska English Language/Arts Standards, June 2012*

Grade 2 Revised Learning Objectives

Learner Objectives and Vocabulary

READING

Reading Literature*	Informational Text*	FNSBSD Additional Objectives	Essential Vocabulary
Key Ideas & Details (KI)			
<ol style="list-style-type: none"> 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. 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. 3. Describe how characters in a story, play, or poem respond to major events, problems, and challenges. 	<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. 		<ul style="list-style-type: none"> • Literature • Genre • Fable
Craft & Structure (CS)			
<ol style="list-style-type: none"> 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. 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. 	<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. 	<ul style="list-style-type: none"> • Understand realistic fiction as stories that could be real and fantasy as stories that could not be real. • Identify genres: biography, realistic, (sic) fiction, fantasy, etc. 	<ul style="list-style-type: none"> • Alliteration • Rhyme • Captions • Bold Print • Biography • Fantasy

*Alaska English/Language Arts Standards, June 2012

6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

• Dialogue

Integration of Knowledge & Ideas (IK)

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).

7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

• Chronology /
Chronological

8. (Not applicable to literature).

8. Describe how reasons given support specific opinions the author states in a text.

9. Compare and contrast two or more versions of the same story/text (e.g., Cinderella stories) by different authors or from different cultures.

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).

Make connections (T-S, T-T, T-W) and use evidence to support.

• Compare
• Contrast

Range of Reading and Level of Text Complexity (RR)

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.

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.

Listen to, identify, and explore a variety of children's literature and genres.

Participate in self-selected reading of appropriate level extending to 25 minutes.
Choose a good-fit book for independent reading.
Self-monitor understanding and ask questions when meaning is lost.

**Alaska English Language/Arts Standards, June 2012*

Print Concepts

(Applicable to Grade 1 only).

Phonological Awareness

(Applicable to Grade 1 only).

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - b. Know spelling-sound correspondences for additional common vowel teams.
 - c. Decode regularly spelled two-syllable words with long vowels.
 - d. Decode words with common prefixes and suffixes.
 - e. Identify words with inconsistent but common spelling-sound correspondences.
 - f. Recognize and read grade-appropriate irregularly spelled words.

4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read on-level text with purpose and understanding.
 - b. Read on-level text 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.

- Use known words and word parts to help decode new words.
- Recognize base words and remove prefixes and suffixes to break them down and read them.
- Use parts of compound words to solve a word and derive the meaning.
- Use context clues to develop an increasing bank of sight words, including content-specific words (e.g., science, social studies, holiday).
- Read on-level text orally with accuracy, appropriate rate, expression and attention to punctuation.
- Read grade-level text at a fluency rate based on the district’s currently adopted Reading Curriculum Based Measure (R-CBM) instrument.
- Read and follow simple directions to complete a task.

**Alaska English/Language Arts Standards, June 2012*

WRITING

Writing Standards*	FNSBSD Additional Objectives	Essential Vocabulary
<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>	<ul style="list-style-type: none"> • Identify and compose telling sentences and questions. • Analyze a test writing prompt and use complete sentences to answer a question about an assigned topic to demonstrate what they know or can do as a writer. <p>Write poetry to express feelings, sensory images, ideas, or stories.</p>	<ul style="list-style-type: none"> • Opinion • Inform • Sequence(d) • Details • Linking Words • Signal Words
<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>		<ul style="list-style-type: none"> • Topic • Revise • Collaboration • Publish

**Alaska English/Language Arts Standards, June 2012*

Research to Build and Present Knowledge

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).
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
9. (Begins in Grade 4).

Use resources when attempting to write words and copy print from the environment (word walls, books, peer and teacher support).

Range of Writing

10. (Begins in Grade 3).

Write (friendly) letters in which they use all parts (date salutation, body, closing, signature, and sometime P.S.) and understand a letter as written communication between people.

Alphabetize to the second letter.

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.

Persevere to complete a writing task.

Build stamina to write independently for 15-20 minutes through participation in the writing process.

Set 2-4 personal goals for writing.

**Alaska English Language/Arts Standards, June 2012*

SPEAKING AND LISTENING

Speaking and Listening Standards*

FNSBSD Additional Objectives

Essential Vocabulary

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups.
 - 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).
 - b. Build on others' talk in conversations by linking their comments to the remarks of others.
 - c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

Actively participate in conversation listening and looking at the person who is speaking as appropriate.

2. Retell or describe key ideas or details from a text read aloud or information presented orally or through other media.

Record basic notes (main idea, supporting details) from oral presentation or other media.

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.

Write a simple, dictated sentence.

Presentation of Knowledge and Ideas

4. Tell a story or retell an experience with relevant facts and relevant, descriptive details, speaking audibly in coherent sentences.
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.
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).

Read grade-level text in three to four-word phrases using intonation, expression, and punctuation cues.
Restate, understand, and follow two to three-step directions.

**Alaska English/Language Arts Standards, June 2012*

LANGUAGE

Language Standards*

FNSBSD Additional Objectives

Essential Vocabulary

Conventions of Standards English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Use collective nouns (e.g., group).
 - b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
 - c. Use reflexive pronouns (e.g., myself, ourselves).
 - d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
 - e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
 - 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).
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize holidays, product names, and geographic names.
 - b. Use commas in greetings and closing of letters.
 - c. Use an apostrophe to form contractions and frequently occurring possessives.
 - d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

- Determine if a sentence is a complete sentence.
- Identify and compose telling sentences and questions.

Identify the following parts of speech: noun, verb, and adjective.

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Compare formal and informal uses of English.

Demonstrate mastery of all upper and lower-case manuscript letters and numerals using proper form, proportions, and spacing.

**Alaska English/Language Arts Standards, June 2012*

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.
 - a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - 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).
 - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
 - d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
 - e. Use glossaries and beginning picture dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
5. Demonstrate understanding of word relationships and nuances in word meanings.
 - a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
 - b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
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).

**Alaska English Language/Arts Standards, June 2012*

Grade 3 Revised Learning Objectives

Learner Objectives and Vocabulary

READING

Reading Literature*	Informational Text*	FNSBSD Additional Objectives	Essential Vocabulary
Key Ideas & Details (KI)			
<ol style="list-style-type: none"> 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. 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. 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). 	<ol style="list-style-type: none"> 1. Ask and answer questions to demonstrate understanding of a text, (e.g., explaining what the texts says explicitly, making basic inferences and predictions), referring explicitly to the text as the basis for the answers. 2. Determine the main idea of a text and locate details that support the main idea; paraphrase or summarize main ideas or events in a multi-paragraph text, including correct sequence and details that support the main idea. 3. Describe the relationship or connection among a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. 		<ul style="list-style-type: none"> • Infer • Predict • Text • Paraphrase
Craft & Structure (CS)			
<ol style="list-style-type: none"> 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). 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. 6. Distinguish their own point of view from that of the narrator or those of the characters. 	<ol style="list-style-type: none"> 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. 5. Use text features and search tools (e.g., table of contents, index, key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. 6. Determine author’s purpose; distinguish own point of view from that of the author of a text. 	<p>Use the knowledge of the genre to form expectations of the text.</p>	<ul style="list-style-type: none"> • Genre

*Alaska English/Language Arts Standards, June 2012

Integration of Knowledge & Ideas (IK)

- 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).
- 8. (Not applicable to literature).
- 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).

- 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).
- 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- 9. Compare and contrast the most important points and key details presented in two texts on the same topic or related topics.

Follow more than two written steps or directions to complete a task.

Range of Reading and Level of Text Complexity (RR)

- 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.
- 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 3 (from upper Grade 2 to Grade 4), with scaffolding as needed at the high end of the range.

Reading Standards: Foundational Skills For K-5*	FNSBSD Additional Objectives	Essential Vocabulary
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Print Concepts
(Applicable to Grade 1 only).

Phonics and Word Recognition

- 3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Identify and know the meaning of the most common prefixes and derivational suffixes.
 - b. Decode words with common Latin suffixes.
 - c. Decode multi-syllable words.
 - d. Read grade-appropriate irregularly spelled words.

**Alaska English/Language Arts Standards, June 2012*

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.

WRITING

Writing Standards*

FNSBSD Additional Objectives

Essential Vocabulary

Text Types and Purposes

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).
 - 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.
 - b. Provide reasons that support the opinion.
 - c. Link opinion and reasons using words and phrases (e.g., because, therefore, since, for example).
 - a. Provide a concluding statement or section that reinforces or restates the opinion.
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - a. Introduce a topic and group related information together; include labeled or captioned visuals when useful to aiding comprehension.
 - b. Develop the topic with facts, definitions, details, and explanations that support the focus.
 - c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
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).
 - a. Establish a context or situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
 - 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.
 - c. Use transitional words and phrases to signal event sequences (e.g., later, soon after).
 - d. Provide a sense of closure (e.g., how a problem was solved or how the event ended).

Compose a variety of poetry using other poetic techniques.

*Alaska English/Language Arts Standards, June 2012

Production and Distribution of Writing

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).
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).
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.

Research to Build and Present Knowledge

7. Conduct short research projects that build knowledge about a topic.
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
9. (Begins in Grade 4).

Generate research questions about a topic.

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.

Self-evaluate own writing and be able to discuss strengths and techniques used.

**Alaska English Language/Arts Standards, June 2012*

SPEAKING AND LISTENING

Speaking and Listening Standards*

FNSBSD Additional Objectives

Essential Vocabulary

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 3 topics and texts, building on others' ideas and expressing their own clearly.
 - 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.
 - 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).
 - c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - d. Explain their own ideas and understanding in light of the discussion.

Take simple notes from oral sources.

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.

Record basic notes (main idea, supporting details) from oral presentation or other media.

3. Ask and answer questions about information from a speaker, offering appropriate elaboration or explanations and detail.

Write a simple, dictated sentence

Presentation of Knowledge and Ideas

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.
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.
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).

Share reading experiences with others.

**Alaska English/Language Arts Standards, June 2012*

LANGUAGE

Language Standards*

FNSBSD Additional Objectives

Essential Vocabulary

Conventions of Standards English

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.
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.

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Choose words and phrases for effect. *
 - b. Recognize and observe differences between the conventions of spoken and written standard English.

**Alaska English/Language Arts Standards, June 2012*

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.
 - a. Use a sentence-level context as a clue to the meaning of a word or phrase.
 - 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).
 - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
 - d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
5. Demonstrate understanding of word relationships and nuances in word meanings.
 - a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
 - b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
 - c. Distinguish shades of meaning among related words (e.g., words that describe states of mind or degrees of certainty, such as knew, believed).
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., After dinner that night we went looking for them).

**Alaska English Language/Arts Standards, June 2012*

Grade 4 Revised Learning Objectives

Learner Objectives and Vocabulary

READING

Reading Literature*	Informational Text*	FNSBSD Additional Objectives	Essential Vocabulary
Key Ideas & Details (KI)			
<ol style="list-style-type: none"> 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 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. 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). 	<ol style="list-style-type: none"> 1. Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text. 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. 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>Read and follow three-step directions.</p> <p>Understand and talk about the role of setting in realistic and historical fiction as well as fantasy.</p>	
Craft & Structure (CS)			
<ol style="list-style-type: none"> 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). 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. 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. 	<ol style="list-style-type: none"> 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. 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. 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. 		

*Alaska English/Language Arts Standards, June 2012

Integration of Knowledge & Ideas (IK)

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.
8. (Not applicable to literature).
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) in literature.
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.
8. Explain how an author uses reasons and evidence to support particular points in a text.
9. Integrate information from two texts on the same topic or related topics in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity (RR)

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.
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.

Reading Standards: Foundational Skills For K-5*

FNSBSD Additional Objectives

Essential Vocabulary

Print Concepts

(Applicable for Grade 1 only).

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.
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.

*Alaska English/Language Arts Standards, June 2012

WRITING

Writing Standards*

FNSBSD Additional Objectives

Essential Vocabulary

Text Types and Purposes

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 ____).
 - 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.
 - b. Provide reasons that are supported by facts and details.
 - c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
 - d. Provide a concluding statement or section that reinforces or restates the opinion presented.
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), labeled or captioned visuals/diagrams, and multimedia when useful to aiding comprehension.
 - b. Develop the topic with facts, definitions, concrete details, quotations, or other information/explanations and examples that support the focus.
 - c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Provide a concluding statement or section that paraphrases the focus of the text or explanation presented.
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).
 - a. Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - 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.
 - c. Use a variety of transitional words and phrases to develop the sequence of events.
 - d. Use concrete words and phrases and sensory details, and elaboration to convey experiences and events precisely.
 - e. Provide a conclusion that follows from the narrated experiences or events.

- Text-based
- Focus
- Paraphrase

- Chronology
- Transitional Words

*Alaska English/Language Arts Standards, June 2012

Production and Distribution of Writing

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).
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).
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.

Recognize and produce the following genres: letter writing (friendly and business, both letter and envelope), opinion, and poetry.

- Collaborate

Research to Build and Present Knowledge

7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
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.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - 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]”).
 - 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”).

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.

**Alaska English Language/Arts Standards, June 2012*

SPEAKING AND LISTENING

Speaking and Listening Standards*

FNSBSD Additional Objectives

Essential Vocabulary

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 4 topics and texts, building on others' ideas and expressing their own clearly.
 - 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.
 - b. Follow agreed-upon rules for discussions and carry out assigned roles.
 - 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.
 - d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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).

- Demonstrate effective eye contact and posture when speaking.
- Demonstrate awareness of and sensitivity to the use of language associated with references about immutable characteristics, for instance, race, skin color, gender, age, disability, culture, or sexual orientation, of a group or to a specific individual.
- Takes notes from oral sources.

Presentation of Knowledge and Ideas

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.
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.
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).

**Alaska English/Language Arts Standards, June 2012*

LANGUAGE

Language Standards*

FNSBSD Additional Objectives

Essential Vocabulary

Conventions of Standards English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - 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.
 - b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
 - c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
 - d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
 - e. Form and use prepositional phrases.
 - f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. *
 - g. Correctly use frequently confused words (e.g., to, too, two, there, their). *
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use correct capitalization.
 - b. Use commas and quotation marks to mark direct speech and quotations from a text.
 - c. Use commas and quotation marks to mark direct speech and quotations from a text.
 - d. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Choose words and phrases to convey ideas precisely. *
 - b. Choose punctuation for effect. *
 - 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).

**Alaska English/Language Arts Standards, June 2012*

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.
 - 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.
 - b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
 - 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.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
 - b. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
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).

**Alaska English Language/Arts Standards, June 2012*

Grade 5 Revised Learning Objectives

Learner Objectives and Vocabulary

READING

Reading Literature*	Informational Text*	FNSBSD Additional Objectives	Essential Vocabulary
Key Ideas & Details (KI)			
<ol style="list-style-type: none"> 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. 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. 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). 	<ol style="list-style-type: none"> 1. Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text. 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. 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. 		<ul style="list-style-type: none"> • Explicit information • Inference
Craft & Structure (CS)			
<ol style="list-style-type: none"> 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). 5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. 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. 	<ol style="list-style-type: none"> 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. 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. 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). 		<ul style="list-style-type: none"> • Evidence • Procedures • Sequence • Subtopics <ul style="list-style-type: none"> • Interactions • Resolve (d) • Technical Text <ul style="list-style-type: none"> • Domain-Specific <ul style="list-style-type: none"> • Purpose • Similarities

*Alaska English/Language Arts Standards, June 2012

Integration of Knowledge & Ideas (IK)

- 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).
- 8. (Not applicable to literature).
- 9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and plot development.

- 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.
- 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).
- 9. Integrate information from several texts on the same topic or related topics in order to write or speak about the subject knowledgeably.

- Efficient(ly)
- Personal Appeal

- Integrate

Range of Reading and Level of Text Complexity (RR)

- 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.

- 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.

Reading Standards: Foundational Skills For K-5*

Print Concepts

(Applicable for Grade 1 only).

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.
- 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.

**Alaska English/Language Arts Standards, June 2012*

FNSBSD Additional Objectives

Essential Vocabulary

WRITING

Writing Standards*

FNSBSD Additional Objectives

Essential Vocabulary

Text Types and Purposes

1. Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons and information.
 - 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.
 - b. Provide logically ordered reasons that are supported by facts and details.
 - c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically, most of all).
 - d. Provide a concluding statement or section that reinforces or restates the opinion presented.
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - 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.
 - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples that support the topic.
 - c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Provide a concluding statement or section that paraphrases the focus of the text or explanation presented.
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).
 - a. Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - 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.
 - c. Use a variety of transitional words, phrases, and devices (e.g., foreshadowing) to develop the pacing and sequence of events.
 - d. Use concrete words and phrases, sensory details, and elaboration to convey experiences and events precisely.
 - e. Provide a conclusion that follows from the narrated experiences or events.

- Text-based

- Chronology
- Concrete details
- Domain-Specific Vocabulary
- Focus
- Paraphrase

- Convey
- Elaborate
- Pacing
- Transitional words

*Alaska English/Language Arts Standards, June 2012

Production and Distribution of Writing

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).
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).
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.

Recognize and produce the following genres: letter writing (friendly and business, both letter and envelope), and poetry.

- Collaborate

Research to Build and Present Knowledge

7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
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.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - 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]”).
 - 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]”).

- Aspects
- Investigation
- Recall
- Relevant

- Analysis / Analyze
- Conflict
- Draw Evidence
- Reflection
- Resolved

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.

**Alaska English Language/Arts Standards, June 2012*

SPEAKING AND LISTENING

Speaking and Listening Standards*

FNSBSD Additional Objectives

Essential Vocabulary

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 5 topics and texts, building on others' ideas and expressing their own clearly.
 - 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.
 - b. Follow agreed-upon rules for discussions and carry out assigned roles.
 - c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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).

- Contribute
- Draw Conclusions
- Elaborate
- Pose
- Remark

Presentation of Knowledge and Ideas

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.
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.
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).

*Alaska English/Language Arts Standards, June 2012

LANGUAGE

Language Standards*

FNSBSD Additional Objectives

Essential Vocabulary

Conventions of Standards English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - 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.
 - b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
 - c. Use verb tense to convey various times, sequences, states, and conditions.
 - d. Recognize and correct inappropriate shifts in verb tense. *
 - e. Use correlative conjunctions (e.g., either/or, neither/nor).
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use punctuation to separate items in a series. *
 - b. Use a comma to separate an introductory element from the rest of the sentence.
 - 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?).
 - d. Use underlining, quotation marks, or italics to indicate titles of works.
 - e. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
 - b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

**Alaska English/Language Arts Standards, June 2012*

Vocabulary Acquisition and Use

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.
 - 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.
 - b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
 - 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.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figurative language, including similes and metaphors, in context.
 - b. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
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).

- Clarify
- Nuance
- Precise

- Adage
- Context
- Idiom
- Proverb

**Alaska English Language/Arts Standards, June 2012*

**Section B:
Elementary
Curriculum
(Grades K-5)**

Adopted March 22, 2011

ELEMENTARY ENGLISH/LANGUAGE ARTS

Curriculum

Kindergarten

<p>Readiness Standards: Students must be age five by September 1. <i>See Recommended Essential Skills in Reading and Writing for Students Entering Kindergarten, pgs. 3 & 4</i></p>	<p>Overview: The kindergarten language arts curriculum is part of a developmental continuum that provides connected literacy experiences as an integral part of learning to communicate in a variety of ways. Students will experience a literate environment by engaging daily in speaking, listening, reading, and writing activities spanning all genres and curricular areas.</p>
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Speaking and Listening

Note: Many objectives for reading and writing relate directly to the area of listening and speaking. Such objectives have been included in the Reading and Writing sections and have NOT been duplicated here. The following objectives focus on listening and speaking for oral communication (speaking) and aural understanding (listening) with others.
 The state of Alaska has not developed Grade Level Expectations for Listening and Speaking.

Strand	FNSBSD Core Learner Objectives
	Using a gradual release of responsibility model, students will:
Comprehension and Collaboration	<ul style="list-style-type: none"> • Participate in collaborative conversations with a variety of partners about kindergarten topics and texts with peers and adults in small and larger groups • Follow agreed-upon rules for discussions (e.g., keeping hands, feet, and objects to self, looking towards speaker, listening without interrupting, listening to others, and taking turns speaking about the topics and texts under discussion) • Continue a conversation through multiple exchanges • Ask and answer questions in order to seek help, share information, or clarify something that is not understood about a text read aloud or information presented orally or through other media • Restate, understand, and follow one and two-step directions • Evaluate whether a selection was intended to inform or entertain • Listen attentively to the telling or reading of a text
Presentation of Knowledge and Ideas	<ul style="list-style-type: none"> • Describe familiar people, places, things, and events and with prompting and support, provide additional detail • Speak audibly and express thoughts, feelings, and ideas clearly • Recite short poems, rhymes, and songs • Retell a story in correct sequence • Verbally express ideas and their needs

Reading

Reading Foundation Skills	Alaska Grade Level Expectations (GLEs)	FNSBSD Core Learner Objectives (Grade level Essential Skills are labeled (ES) and are indicated in red in the online document) Using a gradual release of responsibility model, students will:
<p>Word Study: Phonological Awareness</p> <p>Phonological Awareness is a strand of Speaking and Listening. It is included here only because of its direct connection to learning to read.</p>	<p>The student uses strategies to decode or comprehend meaning of words in text by:</p> <ul style="list-style-type: none"> • [K] 1.1.1 Given spoken words or sounds (phonological awareness): <ul style="list-style-type: none"> • identifying whether words are the same or different; • identifying whether words rhyme or not; • producing words that rhyme; • orally blending syllables or onset-rimes; • orally blending separate phonemes; • identifying the first sound in a 1-syllable word; • identifying different speech sounds; • segmenting individual sounds in words with support <p>The student analyzes content and structure of genres by:</p> <ul style="list-style-type: none"> • [K] 1.7.2 Identifying use of rhyme in text 	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</p> <ul style="list-style-type: none"> • Segment sentences into words • <i>Hear, say, and generate rhyming words (ES)</i> • Count, pronounce, blend, and segment syllables in spoken words • Hear and say (blend and segment onsets and rimes) parts of single-syllable spoken words • 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/) • Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words • <i>Count and clap syllables (ES)</i>
<p>Word Study: Print Concepts</p>	<p>The student uses strategies to decode or comprehend meaning of words in text by:</p> <ul style="list-style-type: none"> • [K] 1.1.5 Demonstrating understanding of concepts of print including <ul style="list-style-type: none"> • holding book right side up; • reading front to back, top to bottom of page, left to right of page, left before right page; • one-to-one word correspondence • meaning of the concept of first/last and beginning/end 	<ul style="list-style-type: none"> • Handle a book properly, recognize front and back, point to title • Follow words from left to right, top to bottom, and page by page • Recognize that spoken words are represented in written language • Understand the concepts of letter, word and sentence • Understand that words are separated by spaces in print • Recognize and name all upper and lowercase letters of the alphabet in random order • Differentiate consonants and vowels • Understand special uses of uppercase letters • Notice and identify ending punctuation for declarative, interrogative and exclamatory sentences ([.], [?], [!]) • Locate the title of a book

Word Study: Phonics	The student uses strategies to decode or comprehend meaning of words in text by: <ul style="list-style-type: none"> • [K] 1.1.2 Identifying all letters by name and most common sound; orally reading some high frequency sight words 	<ul style="list-style-type: none"> • Use letters and their relationships to sounds to read words • <i>Know all letters by name and be able to produce their most common sound (ES)</i> • <i>Decode words with a VC pattern (such as -ad, -ag, -an, -am, -at, -ed, -en, -et, -ig, -og, -op, -ot, -ut) (ES)</i>
Word Study: Vocabulary	The student uses strategies to decode or comprehend meaning of words in text by: <ul style="list-style-type: none"> • [K] 1.1.2 Identifying all letters by name and most common sound; orally reading some high frequency sight words • [K] 1.1.3 Naming pictures of common objects; environmental print (e.g., stop, exit), using words to describe location, size, color, and shape; using names and labels of basic objects; identifying and sorting pictures into categories (e.g., vehicles, foods, colors) • [K] 1.1.4 Listening to and using new vocabulary in context 	<ul style="list-style-type: none"> • Read 25 Instant Recognition Words (see pg. 85) (e.g., a, am, an, and, at, can, come, do, go, he, I, in, is, it, like, me, my, no, see, so, the, to, up, we, you) • Recognize in print and orally use concept words (e.g. color names, number words, days of the week, months of year, etc.) • Orally use common compound words (e.g. into, myself, cannot, inside, maybe, nobody) • Develop vocabulary by orally using positional concepts (e.g. under, over, up, down, north, south, etc.), descriptive words, and opposites • <i>Read environmental print (ES)</i>
Fluency	The student reads text aloud by: <ul style="list-style-type: none"> • [K] 1.3.1 Participating in choral speaking and reciting short poems, rhymes, songs, or stories with repeated patterns 	<ul style="list-style-type: none"> • Participate in choral speaking and recite short poems, rhymes, songs, or stories with repeated patterns • <i>Read a familiar pattern book and/or short decodable book (ES)</i> • Read emergent-reader texts with purpose and understanding
Comprehension	The student comprehends literal or inferred meaning from text by: <ul style="list-style-type: none"> • [K] 1.2.1 Answering who, where, and what questions after listening to a sentence, paragraph, or story • [K] 1.2.2 Predicting and confirming outcomes when listening to a story The student restates/summarizes information by: <ul style="list-style-type: none"> • [K] 1.4.1 Retelling or dramatizing a familiar story (not necessarily in sequence) with or without the use of props • [K] 1.4.2 Restating information after listening to text The student demonstrates an understanding of main idea by: <ul style="list-style-type: none"> • [K] 1.5.1 Identifying the most important idea of a text The student follows oral and written directions by: <ul style="list-style-type: none"> • [K] 1.6.1 Following simple two-step oral directions to complete a task • [K] 1.6.2 Following symbol or icon directions to complete a task The student analyzes literary elements and devices by: <ul style="list-style-type: none"> • [K] 1.8.1 Identifying the setting (where) and important characters of a story 	<ul style="list-style-type: none"> • Follow simple two-step oral directions to complete a task • Follow symbol or icon directions to complete a task Before-Reading Strategies <ul style="list-style-type: none"> • Begin to set purposes for reading • Begin to make connections with reading selections using background knowledge and experience and make meaningful predictions During-Reading Strategies <ul style="list-style-type: none"> • <i>Predict and confirm outcomes when listening to a story (ES)</i> • Begin to create mental images when listening to stories and compare with illustrations when appropriate • Discover relationships of oral language to reading and writing • Use simple charts, calendars, and graphs to retrieve information After-Reading Strategies <ul style="list-style-type: none"> • Answer who, where, and what questions after listening to a sentence, paragraph, or story to identify main idea and key details • Respond to simple stories/informational text in multiple ways (e.g., oral retelling, drawing, dramatizing, writing, etc.)

		<p>Fiction</p> <ul style="list-style-type: none"> • Ask and answer questions about key details in a text • Retell familiar stories, including key details • Identify characters, settings, and major events in a story <p>Non-Fiction</p> <ul style="list-style-type: none"> • Ask and answer questions about key details in a text • Describe the connection between two individuals, events, ideas, or pieces of information in a text • <i>Distinguish between fiction and non-fiction texts (ES)</i>
Craft and Structure	<p>The student analyzes content and structure of genres by:</p> <ul style="list-style-type: none"> • [K] 1.7.1 Listening to and discussing fiction, non-fiction, and poetry • [K] 1.7.2 Identifying use of rhyme in text 	<p>Fiction</p> <ul style="list-style-type: none"> • Recognize common types of texts (e.g., storybooks, poems) • Name the author and illustrator of a story and define the role of each in telling the story <p>Non-Fiction</p> <ul style="list-style-type: none"> • Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text
Integration of Knowledge and Ideas	<p>The student analyzes content of text to differentiate fact and opinion by:</p> <ul style="list-style-type: none"> • [K] 1.9.1 Expressing own opinion about material read/heard <p>The student connects themes by</p> <ul style="list-style-type: none"> • [K] 1.10.1 Making relevant connections between text and personal experiences <p>The student makes connections between cultural influences/events by</p> <ul style="list-style-type: none"> • [K] 1.11.1 Listening to and discussing stories representing various cultures and traditions (e.g., storytelling, read-alouds, songs) 	<ul style="list-style-type: none"> • Express own opinion about material read/heard • Share relevant connections between text and personal experience • Listen and discuss stories representing various cultures and traditions • Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures) <p>Fiction</p> <ul style="list-style-type: none"> • Describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts) • Compare and contrast the adventures and experiences of characters in familiar stories <p>Non-Fiction</p> <ul style="list-style-type: none"> • 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) • Identify the reasons an author gives to support points in a text • Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)

Motivation, Engagement, and Stamina	<ul style="list-style-type: none"> • Not addressed through Alaska Grade Level Expectations 	<ul style="list-style-type: none"> • Seek out and enjoy print throughout independent and group activities • With teacher support, set 1 personal goal per quarter for reading development • Participate in self-selected reading of appropriate level extending to 5-10 minutes
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Kindergarten-Writing

Writing Strands	Alaska Grade Level Expectations (GLEs)	FNSBSD Core Learner Objectives (Grade level Essential Skills are labeled (ES) and are indicated in red in the online document) Using a gradual release of responsibility model, students will:
Genres and Purposes 6+1 Trait® Focus: Ideas Organization Voice Word Choice Sentence Fluency Conventions Presentation	The student writes about a topic by: <ul style="list-style-type: none"> • [K] 1.1.1 Writing to express personal ideas using drawings, symbols, letters, or words • [K] 1.1.2 Dictating or writing words, phrases, or sentences related to a single topic • [K] 1.2.1 Writing to express ideas for self and others (e.g., using drawings, symbols, letters, words, sentences) 	<ul style="list-style-type: none"> • Select ideas for writing • Use a combination of drawing, dictating, and writing to: <ul style="list-style-type: none"> ✓ <i>Label pictures (ES)</i> ✓ <i>Participate in shared writing - Produce and expand complete sentences in shared language activities (ES)</i> ✓ <i>Complete sentence pattern (I see a ____ looking at me) (ES)</i> ✓ <i>Write a simple thought or sentence (“ILMD” = 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)</i> ✓ 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 (e.g., my favorite book is...) ✓ Express orally or in writing an informative/explanatory text in which they name what they are writing about and supply some information about the topic <ul style="list-style-type: none"> • <i>Express ideas through drawings, letters, symbols, or words (ES)</i> • <i>Understand the connection between speaking, reading, and writing (ES)</i> • <i>“Read” their own writing (ES)</i>

<p>Research to Build and Present Knowledge (Research Skills)</p> <p>6+1 Trait® Focus: Ideas Presentation</p>	<p>The student documents sources by:</p> <ul style="list-style-type: none"> • [K] 1.5.1 Identifying sources of oral and written information (e.g., people, movies, books, etc.) 	<ul style="list-style-type: none"> • <i>Use resources when attempting to write words (e.g., word wall, books, peers) (ES)</i> • Copy print from the environment • Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them) • Recall information from experiences and/or gather information from provided sources to answer a question
<p>Production and Distribution of Writing (Writing Process)</p> <p>6+1 Trait® Focus: Ideas Organization Voice Word Choice Sentence Fluency Conventions Presentation</p>	<p>The student revises writing by:</p> <ul style="list-style-type: none"> • [K] 1.1.1 Writing to express personal ideas using drawings, symbols, letters, or words • [K] 1.1.2 Dictating or writing words, phrases, or sentences related to a single topic • [K] 1.2.1 Writing to express ideas for self and others (e.g., using drawings, symbols, letters, words, sentences) • [K] 1.3.3 Demonstrating an understanding of the correspondence between writing and spoken words (e.g., dictation, reading back written work, shared writing) • [K] 1.4.1 Verbally sharing clarifying or added details about pictures and writing with support • [K] 1.4.2 Sharing own writing (e.g., stories, pictures, ideas) and responding appropriately to feedback from others (e.g., “Thank you,” “I like that part, too.”) 	<p>Writing Process <i>Embedded in the teaching of writing is the use of the writing process and 6+1 Traits® analysis. Students will use the 6+1 Trait® Writing framework as developmentally appropriate, which includes: Ideas, Organization, Voice, Word Choice, Sentence Fluency, and Conventions.</i></p> <ul style="list-style-type: none"> • Prewrite: Gather ideas and organize <ul style="list-style-type: none"> ✓ Engage in prewriting activities ✓ Utilize Thinking Maps® or graphic organizers ✓ See Writing Strands: <i>Genres and Purposes, Research Skills</i> • Draft: Composition and Fluency <ul style="list-style-type: none"> ✓ See Writing Strands: <i>Genres and Purposes; Attitude/Stamina; Conventions of Standard English; Word Study: Phonics, Spelling, Vocabulary</i> • Revise: Change content for clarity and originality <ul style="list-style-type: none"> ✓ <i>Share aloud own drawing and/or writing for peer feedback (ES)</i> ✓ Listen attentively to the telling or reading of student drafts ✓ <i>Provide positive responses to peers (ES)</i> ✓ Respond to questions and suggestions from peers and add details to strengthen drawings and/or writing as needed • Edit: Correct mechanics, spelling, and format <ul style="list-style-type: none"> ✓ See Writing Strand: <i>Conventions of Standard English</i> • Publish: <i>Share work with an audience (ES)</i> <ul style="list-style-type: none"> ✓ See Writing Strand: <i>Presentation</i>
<p>Conventions of Standard English</p> <p>6+1 Trait® Focus: Conventions Sentence Fluency</p>	<p>The student writes and edits using conventions of Standard English by:</p> <ul style="list-style-type: none"> • [K] 1.3.1 Writing first name with an initial capital and lowercase letters • [K] 1.3.5 Correcting mistakes in end punctuation and capitalization with support (e.g., shared and interactive writing) 	<ul style="list-style-type: none"> • <i>Write first and last name with correct capitalization (ES)</i> • Capitalize the first word in a sentence and the pronoun I • Recognize and name end punctuation • Write a single declarative, interrogative, and exclamatory sentence

<p>Word Study: Phonics, Spelling, Vocabulary</p> <p>6+1 Trait® Focus: Word Choice Conventions</p>	<ul style="list-style-type: none"> • [K] 1.1.1 Writing to express personal ideas using drawings, symbols, letters, or words • [K] 1.3.3 Demonstrating an understanding of the correspondence between writing and spoken words (e.g., dictation, reading back written work, shared writing) 	<ul style="list-style-type: none"> • Participate in the development of class word banks, lists, and labels • Copy or write words needed for work and play to develop print awareness (letters make words, left to right, top to bottom, one to one correspondence) • <i>Use inventive spelling: spell simple words phonetically, drawing on knowledge of sound (ES)</i> • <i>Write the letter that corresponds with the letter name or letter sound (ES)</i> • Understand and use question words orally (interrogatives) (e.g., who, what, where, when, why, how) • Use the most frequently occurring prepositions orally (e.g., to, from, in, out, on, off, for, of, by, with) • Write and correctly use at least 10 of the following high frequency words (e.g., a, am, an, and, at, can, come, do, go, he, I, in, is, it, like, me, my, no, see, so, the, to, up, we, you) • <i>Recognize the difference between letters and words (ES)</i>
<p>Presentation</p> <p>6+1 Trait® Focus: Presentation</p>	<ul style="list-style-type: none"> • [K] 1.3.2 Writing and correcting formation of upper and lowercase letters • [K] 1.3.4 Using correct spatial orientation of words on a page (i.e., left to right; top to bottom) 	<ul style="list-style-type: none"> • <i>Use the proper grip for all writing tools (ES)</i> • <i>Use legible letter formation (ES)</i> • <i>Use lined paper appropriately when handwriting (ES)</i> • <i>Use correct directionality (top to bottom, right to left) (ES)</i> • Use proper spacing between words • Explore a variety of digital tools to produce and publish writing
<p>Attitude/Stamina</p>	<ul style="list-style-type: none"> • Not addressed through Alaska Grade Level Expectations 	<ul style="list-style-type: none"> • <i>Write or draw daily for a sustained period of time (5 minutes) (ES)</i> • Take risks and persevere with writing tasks • With teacher support, set 1 personal goal per quarter for writing development • <i>Write or draw for self (a journal entry) (ES)</i>

ELL support services may be found in the Appendix on page A-10/11

Grade 1

Overview: The first grade language arts curriculum is part of a developmental continuum that provides connected literacy experiences as an integral part of learning to communicate in a variety of ways. Students will experience a literate environment by engaging daily in speaking, listening, reading, and writing activities spanning all genres and curricular areas.

Readiness Standards: See *Essential Skills in Reading and Writing-Kindergarten*, pgs. 5 & 6

Speaking and Listening

Note: Many objectives for reading and writing relate directly to the area of listening and speaking. Such objectives have been included in the Reading and Writing sections and have NOT been duplicated here. The following objectives focus on listening and speaking for oral communication (speaking) and aural understanding (listening) with others.
The state of Alaska has not developed Grade Level Expectations for Listening and Speaking.

Strand

FNSBSD Core Learner Objectives

Using a gradual release of responsibility model, students will:

Comprehension and Collaboration

- Participate in collaborative conversations with a variety of partners about grade 1 topics and texts with peers and adults in small and larger groups
 - ✓ Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topic and texts under discussion)
 - ✓ Build on others' talk in conversations by responding to the comments of others through multiple exchanges
 - ✓ Ask questions to clear up any confusion about the topics and texts under discussion
- Ask and answer questions about key details in a text read aloud or information presented orally or through other media
- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood
- Understand, restate, and follow two-step directions
- Listen for meaning in conversations, discussions, and stories
- Use appropriate listening behaviors by demonstrating respectful body language
- Recognize and use rhythm of language to memorize and recite material
- Evaluate whether a selection was intended to inform or entertain

Presentation of Knowledge and Ideas

- Speak audibly and express thoughts, feelings, and ideas clearly
- Describe people, places, things, and events with relevant details, using descriptive words and expressing ideas and feelings clearly
- Demonstrate command of the conventions of standard English grammar and usage when speaking
- Differentiate between asking, answering a question, and telling a story
- Retell stories with sequence of events: beginning, middle, and end
- Answer who, what, where, when, and why questions

Reading

Reading Foundation Skills	Alaska Grade Level Expectations (GLEs)	FNSBSD Core Learner Objectives (Grade level Essential Skills are labeled (ES) and are indicated in red in the online document) Using a gradual release of responsibility model, students will:
<p>Word Study: Phonological Awareness</p> <p>Phonological Awareness is a strand of Speaking and Listening. It is included here only because of its direct connection to learning to read.</p>	<p>The student uses strategies to decode or comprehend meaning of words in text by:</p> <p>[1] 1.1.1 Given spoken words or sounds:</p> <ul style="list-style-type: none"> • identifying initial, middle, and final sound in 1-syllable words; • blending 3-4 phonemes into a whole word; • segmenting 3 and 4 phonemes in 1-syllable words; • distinguishing, reproducing, and manipulating sounds for common letter combinations (i.e., word families, consonant blends, and digraphs) 	<ul style="list-style-type: none"> • Demonstrate understanding of spoken words, syllables, and sounds (phonemes) <ul style="list-style-type: none"> ✓ orally produce single-syllable words by blending sounds (phonemes) including consonant blends ✓ isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words ✓ segment spoken single-syllable words into their complete sequence of individual sounds (phonemes) ✓ segment sentences into words ✓ hear and recognize word boundaries ✓ hear, say, and generate rhyming words ✓ blend two to four phonemes into words (e.g., d-o-g/dog, t-e-n-t/tent) ✓ sort words by their beginning sounds (e.g., mom, my) ✓ <i>hear and identify beginning and ending consonants in words (ES)</i> ✓ hear and say syllables ✓ <i>hear and identify long and short vowels sounds and the letters that represent them (ES)</i>
<p>Word Study: Print Concepts</p>	<p>The student uses strategies to decode or comprehend meaning of words in text by:</p> <p>[1] 1.1.7 Demonstrating understanding of concepts of print including</p> <ul style="list-style-type: none"> • one-to-one matching; • return sweep when reading; • meaning of ending punctuation; • capital and lower case letters (e.g. sentences and names begin with capitals) 	<ul style="list-style-type: none"> • Demonstrate understanding of the organization and basic features of print <ul style="list-style-type: none"> ✓ recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation) and realize that print contains a constant message versus an oral retelling ✓ know that print goes from left to right and from top to bottom of a page ✓ demonstrate understanding of one-to-one correspondence between spoken and written words ✓ understand alphabetical order

<p>Word Study: Phonics, Word Recognition, and Vocabulary</p>	<p>The student uses strategies to decode or comprehend meaning of words in text by:</p> <p>[1] 1.1.1 Given spoken words or sounds:</p> <ul style="list-style-type: none"> • identifying initial, middle, and final sound in 1-syllable words; • blending 3-4 phonemes into a whole word; • segmenting 3 and 4 phonemes in 1-syllable words; • distinguishing, reproducing, and manipulating sounds for common letter combinations (i.e., word families, consonant blends, and digraphs) 	<ul style="list-style-type: none"> • Phonics <ul style="list-style-type: none"> ✓ Know and apply grade-level phonics and word analysis skills in decoding words ✓ Know the spelling-sound correspondences for common consonant digraphs (i.e., th, sh, wh) ✓ Know the spelling-sound correspondences for common blends (e.g., dr, bl, st) ✓ Decode regularly spelled one-syllable words ✓ Know final-e and common vowel team conventions for representing long vowel sounds ✓ Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word ✓ Decode two-syllable words following basic patterns by breaking the words into syllables ✓ Read words with inflectional endings (e.g., ed, es, ing) ✓ Recognize and produce the names of the upper and lower case letters ✓ Differentiate between consonants and vowels ✓ Make connections between words that have similar letters, letter clusters, and letter sequences ✓ Read long and short vowel sounds ✓ Recognize and use beginning consonant sounds and the letters that represent them to read words • Word Recognition <ul style="list-style-type: none"> ✓ Self-monitor and correct for accuracy (3 cueing systems: meaning, structural, visual) ✓ Recognize and read grade-appropriate irregularly spelled words ✓ Recognize and use a large number of phonograms (vc, cvc, cvce, vcc) ✓ <i>Read 150 Instant Recognition Words (ES)</i> (see pg. 85) ✓ Read to the end of the sentence to understand unknown words • Vocabulary <ul style="list-style-type: none"> ✓ Recognize and use concept words (e.g., color names, number words, days of the week, months of the year) ✓ Develop an increasing bank of sight words, including content-specific words (e.g., science, social studies, holiday)
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<p>Fluency</p>	<p>The student reads texts aloud by:</p> <ul style="list-style-type: none"> • [1] 1.3.1 Reading orally with rhythm, flow, and expression, showing understanding of punctuation (e.g., period, question mark, exclamation point, quotation mark) and other conventions of print (e.g., bold, all capital letters) at a pace similar to own speech <p>The student uses strategies to decode or comprehend meaning of words in text by:</p> <ul style="list-style-type: none"> • [1] 1.1.6 Self-monitoring and self-correcting while reading (e.g., recognizing when there is a mismatch and using other strategies to correct) 	<ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension • Read grade level text at a fluency rate based on the district’s currently adopted Reading Curriculum Based Measure (R-CBM) instrument • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings • Use context to confirm or self-correct word recognition and understanding, rereading as necessary • Reflect language syntax by putting words together in phrases • <i>Read with attention to punctuation and appropriate expression (ES)</i> • Notice and use quotation marks and reflect dialogue with the voice • Demonstrate appropriate stress on words in a sentence • Slow down to problem-solve words and resume reading with momentum • <i>Use before, during, and after reading strategies to understand text (ES)</i>
<p>Comprehension</p>	<p>The student comprehends literal or inferred meaning from text by:</p> <ul style="list-style-type: none"> • [1] 1.2.1 Answering who, what, where, and when questions after listening to or reading a story • [1] 1.2.2 Generating questions to clarify meaning of the text • [1] 1.2.3 Making and verifying predictions based on information from the story • [1] 1.2.4 Drawing conclusions about stories or information while listening or reading (e.g., comparing and contrasting) <p>The student restates/summarizes information by:</p> <ul style="list-style-type: none"> • [1] 1.4.1 Retelling or dramatizing a story after reading it • [1] 1.4.2 Restating information after listening to text* <p>The student demonstrates an understanding of main idea by:</p> <ul style="list-style-type: none"> • [1] 1.5.1 Identifying main idea of a text <p>The student follows oral and written directions by:</p> <ul style="list-style-type: none"> • [1] 1.6.1 Following two-step oral directions to complete a task • [1] 1.6.2 Following symbol, icon, or written directions to complete a task 	<p>Before-Reading Strategies</p> <ul style="list-style-type: none"> • Identify the subject matter of a story through the use of titles and illustrations • Discuss characters in books using picture clues, personal experience, and the text to make inferences • Infer a character's feelings or motivations • Identify and choose just-right books <p>During-Reading Strategies</p> <ul style="list-style-type: none"> • Recognize patterns in stories and make predictions • Identify character, setting (time/place), and plot (problem/solution) • Make predictions as to what will happen next • Express personal connections through discussion • Use details from illustrations and text to support points made in discussion • <i>Use picture cues and knowledge of context to check understanding of meaning (ES)</i> • Create mental images based on text • Acquire new information while reading • Infer cause and effect as implied in the text

	<p>The student analyzes content and structure of genres by:</p> <ul style="list-style-type: none"> • [1] 1.7.1 Identifying fiction, non-fiction, and poetry • [1] 1.7.2 Identifying use of rhyme in text* <p>The student analyzes literary elements and devices by</p> <ul style="list-style-type: none"> • [1] 1.8.1 Identifying problem and solution, main characters, and setting (where and when) in fiction <p>The student analyzes content of text to differentiate fact and opinion by:</p> <ul style="list-style-type: none"> • [1] 1.9.1 Expressing own opinion about material read/heard* <p>The student connects themes by:</p> <ul style="list-style-type: none"> • [1] 1.10.1 Making relevant connections between text and personal experiences and other texts <p>The student makes connections between cultural influences/events by:</p> <ul style="list-style-type: none"> • [1] 1.11.1 Recognizing that stories originate in various cultures 	<p>After-Reading Strategies</p> <ul style="list-style-type: none"> • Make and discuss connections between the text and readers' personal experiences, text and other texts that have been read or heard, and text and events in the world • <i>Share opinions about the text (ES)</i> • Check for understanding through re-reading, pictures, and “W” questions • Make judgments about characters or events in the text • Identify main idea (orally and through art) • Sequence three events • Discuss details from stories <p>Fiction</p> <ul style="list-style-type: none"> • Ask and answer questions about key details in a text • <i>Retell stories orally using simple sentences, and/or with pictures in sequence (ES)</i> • <i>Describe characters, settings, and major events in a story, using key details (ES)</i> <p>Non-fiction</p> <ul style="list-style-type: none"> • Ask and answer questions about key details • <i>Identify the main idea and retell key details (ES)</i> • Describe the connection between two individuals, events, ideas, or pieces of information
<p>Craft and Structure</p>	<p>The student uses strategies to decode or comprehend meaning of words in text by:</p> <ul style="list-style-type: none"> • [1] 1.1.4 Obtaining information using text features (e.g., titles, illustrations, table of contents, speech bubbles) <p>The student analyzes content and structure of genres by:</p> <ul style="list-style-type: none"> • [1] 1.7.1 Identifying fiction, non-fiction, and poetry • [1] 1.7.2 Identifying use of rhyme in text* • [1] 1.1.4 Obtaining information using text features (e.g., titles, illustrations, table of contents, speech bubbles) 	<p>Fiction</p> <ul style="list-style-type: none"> • Identify words and phrases in stories or poems that suggest feelings or appeal to the senses • Explain major differences between books that tell stories and books that give information, drawing upon a wide range of text types • Identify who is telling the story at various points in a text • Recognize authors and illustrators • <i>Distinguish between fiction/non-fiction, real/fantasy and poetry (ES)</i> <p>Non-fiction</p> <ul style="list-style-type: none"> • Ask and answer questions to help determine or clarify the meaning of words and phrases in a text • Know and use various text features (e.g., headings, tables of contents, glossaries) to locate key facts or information in a text

		<ul style="list-style-type: none"> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text
Integration of Knowledge and Ideas	<p>The student analyzes content of text to differentiate fact and opinion by:</p> <ul style="list-style-type: none"> [1] 1.9.1 Expressing own opinion about material read/heard* <p>The student connects themes by:</p> <ul style="list-style-type: none"> [1] 1.10.1 Making relevant connections between text and personal experiences and other texts <p>The student makes connections between cultural influences/events by:</p> <ul style="list-style-type: none"> [1] 1.11.1 Recognizing that stories originate in various cultures 	<ul style="list-style-type: none"> Listen to and discuss stories representing various cultures and traditions <p>Fiction</p> <ul style="list-style-type: none"> Use illustrations and details in a story to describe its characters, setting, or events Compare and contrast the adventures and experiences of characters in stories <p>Non-fiction</p> <ul style="list-style-type: none"> Use the illustrations and details in a text to describe its key ideas Identify the reasons an author gives to support points in a text Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)
Motivation, Engagement, and Stamina	<ul style="list-style-type: none"> Not addressed through Alaska Grade Level Expectations 	<ul style="list-style-type: none"> Enjoy listening to stories <i>Participate in self-selected reading of appropriate level extending to 20 minutes (ES)</i> Read independently for up to 20 minutes

Grade 1-Writing

Writing Strands	Alaska Grade Level Expectations (GLEs)	FNSBSD Core Learner Objectives (Grade level Essential Skills are labeled (ES) and are indicated in red in the online document) Using a gradual release of responsibility model, students will:
<p>Genres and Purposes</p> <p>6+1 Trait® Focus: Ideas Organization Voice Word Choice Sentence Fluency Conventions Presentations</p>	<p>The student writes about a topic by:</p> <ul style="list-style-type: none"> [1] 1.1.1 Writing a complete sentence with a subject and a predicate [1] 1.1.2 Writing about a single topic using drawings and a minimum of three complete sentences <p>The student writes for a variety of purposes and audiences by:</p> <ul style="list-style-type: none"> [1] 1.2.1 Writing thoughts or ideas to communicate with specific audiences (e.g., cards, letters, notes, lists) 	<ul style="list-style-type: none"> Write <i>informative/explanatory</i> texts in which they name a topic, supply some facts about the topic, and provide some sense of closure (ES) 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 Write <i>narratives</i> 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 (ES)

	<ul style="list-style-type: none"> • [1] 1.2.2 Writing a variety of responses to text (e.g., response logs, journals) 	<ul style="list-style-type: none"> • <i>Use a variety of texts as models (ES)</i> • Understand that varying types of poetry can be used as a means to communicate or describe feelings or images • Write in the functional genre - writing to perform a practical task (e.g., letters, lists, writing about reading) • Be aware of intended audience when writing
<p>Research to Build and Present Knowledge (Research Skills)</p> <p>6+1 Trait® Focus: Ideas Organization Voice Word Choice Conventions</p>	<p>The student documents sources by:</p> <ul style="list-style-type: none"> • [1] 1.5.1 Identifying sources of oral and written information (e.g., people, movies, books, maps, glossary, computer, etc.) 	<ul style="list-style-type: none"> • Participate in shared research and writing projects • 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
<p>Production and Distribution of Writing (Writing Process)</p> <p>6+1 Trait® Focus: Ideas Organization Voice Word Choice Sentence Fluency Conventions Presentation</p>	<p>The student writes about a topic by:</p> <ul style="list-style-type: none"> • [1] 1.1.3 Identifying and writing the beginning, middle, and end in a piece of writing <p>The student revises writing by:</p> <ul style="list-style-type: none"> • [1] 1.4.1 Working with peers or teacher to rearrange and/or add supporting details to improve clarity • [1] 1.4.2 Giving and/or receiving ideas and suggestions about writing and responding appropriately <p>The student writes and edits using conventions of Standard English by:</p> <ul style="list-style-type: none"> • [1] 1.3.1 Writing first name and last name with initial capitals and lower case letters • [1] 1.3.2 Writing a variety of simple sentences using capitalization and end punctuation (i.e., statement, question, exclamation) • [1] 1.3.3 Correcting mistakes in spelling with support (e.g., grade-appropriate high-frequency words) • [1] 1.3.4 Identifying punctuation in written work (e.g., periods, question marks, exclamation marks, commas, quotation marks) • [1] 1.3.5 Correcting mistakes in punctuation at the end of sentences and capitalization (i.e., beginning of sentences and proper nouns) with support 	<p>Writing Process <i>Embedded in the teaching of writing is the use of the writing process and 6+1 Trait analysis. Students will use the 6+1 Trait® Writing framework as developmentally appropriate, which includes: Ideas, Organization, Voice, Word Choice, Sentence Fluency, and Conventions.</i></p> <ul style="list-style-type: none"> • Prewrite: Gather ideas and organize <ul style="list-style-type: none"> ✓ <i>Generate writing ideas based on class experiences using brainstorming, lists, webs, Thinking Maps®, etc. (ES)</i> ✓ <i>Choose topics that are personally significant (ES)</i> ✓ Organize thoughts to prepare for writing ✓ See Writing Strands: <i>Genre and Purposes, Research Skills</i> • Draft: Composition and fluency <ul style="list-style-type: none"> ✓ <i>Create a draft focusing on a single topic, using drawings and a minimum of three complete sentences (ES)</i> ✓ Develop voice as a writer through telling own stories or memories from own life ✓ Use varied vocabulary to express ideas and to provide descriptive details ✓ Use dialogue as appropriate to add to meaning ✓ Write an engaging beginning and fitting ending to stories

		<ul style="list-style-type: none"> ✓ See Writing Stands: <i>Genres and Purposes; Attitude/Stamina; Conventions of Standard English; Word Study: Phonics, Spelling, Vocabulary</i> • Revise: Change content for clarity and originality <ul style="list-style-type: none"> ✓ Respond to questions and suggestions from peers, add details to strengthen writing ✓ Provide meaningful and supportive feedback to peers ✓ <i>Revise writing for meaning, correctness, and clarity (ES)</i> ✓ Accept ideas and suggestions from peers and adults • Edit: Correct mechanics, spelling, and format <ul style="list-style-type: none"> ✓ <i>Use editing checklist for independent and shared writing pieces (ES)</i> ✓ <i>Read back own writing (ES)</i> ✓ See Writing Strand: <i>Conventions of Standard English</i> • Publish: Share work with an audience <ul style="list-style-type: none"> ✓ Publish a minimum of one product per quarter ✓ See Writing Strand: <i>Presentation</i>
<p>Conventions of Standard English</p> <p>6+1 Trait® Focus: Conventions</p>	<p>The student writes and edits using conventions of Standard English by:</p> <ul style="list-style-type: none"> • [1] 1.3.3 Correcting mistakes in spelling with support (e.g., grade-appropriate high-frequency words) • [1] 1.3.4 Identifying punctuation in written work (e.g., periods, question marks, exclamation marks, commas, quotation marks) • [1] 1.3.5 Correcting mistakes in punctuation at the end of sentences and capitalization (i.e., beginning of sentences and proper nouns) with support 	<ul style="list-style-type: none"> • Demonstrate command of the conventions of Standard English grammar, usage, capitalization, and punctuation when writing <ul style="list-style-type: none"> ✓ Use common, proper, and possessive nouns (e.g., boy, Tom, Tom’s) ✓ Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops. We hop.) ✓ Use personal, possessive, and indefinite pronouns (e.g., I, me, my, they, them, their, anyone, everything) ✓ 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.) ✓ Use frequently occurring adjectives (e.g. huge, red, round, smooth) ✓ Use frequently occurring conjunctions (e.g. and, but, or, so, because) ✓ Use determiners (e.g., a, an, the, this, that, those) ✓ Use frequently occurring prepositions and prepositional phrases (e.g., on, over, under)

		<ul style="list-style-type: none"> ✓ Produce and expand complete simple and compound declarative, interrogative and exclamatory sentences in response to prompts ✓ Capitalize dates and names of people ✓ <i>Use end punctuation for sentences (question mark or period) (ES)</i> ✓ Use commas in dates and to separate single words in a series ✓ Identify and correctly write contractions and possessive nouns ✓ <i>Use capital letters at the beginning of a sentence (ES)</i> ✓ Write first and last name with correct capitalization • Demonstrate command of the conventions of Standard English sentence structure when writing <ul style="list-style-type: none"> ✓ <i>Spacing between words (ES)</i> ✓ <i>Write sentences with a subject and a predicate (ES)</i> ✓ Write a variety of simple sentences using capitalization and end punctuation (statement, question, exclamation) ✓ Appropriate verb endings of -s, -ed, and -ing ✓ Proper subject-verb agreement • Use developmental spelling and spelling strategies for unknown words (See Writing Strand: <i>Word Study</i>)
<p>Word Study, Phonics, Spelling, Vocabulary</p> <p>6+1 Trait® Focus: Conventions Word Choice</p>	<p>The student writes and edits using conventions of Standard English by</p> <ul style="list-style-type: none"> • [1] 1.3.3 Correcting mistakes in spelling with support (e.g., grade-appropriate, high-frequency words) 	<ul style="list-style-type: none"> • Phonics—Decode and compose using: <ul style="list-style-type: none"> ✓ Initial, medial, and final consonants ✓ Long vowels ✓ Consonant blends (dr, bl, st) ✓ Digraphs (ch, sh, th, wh) ✓ Word families, including onset-rime ✓ Say a word slowly to hear a sound and write a letter that represents it ✓ Hear and write beginning, middle, and ending consonant sounds to spell one-syllable words ✓ Recognize and use phonograms (vc, cvc cvce, vcc) • Spelling <ul style="list-style-type: none"> ✓ <i>Use No Excuse Spelling Words for 1st grade (ES)</i> (see pg. 84) ✓ Associate the spelling of new words with that of known words and word patterns ✓ Use knowledge of letter/sounds to spell new words ✓ Distinguish between letter, word, sentence

		<ul style="list-style-type: none"> ✓ Recognize and spell endings (-s, -ing, -er, -ed, -y) ✓ Alphabetize to first letter ✓ <i>Match one spoken to one written word when writing (ES)</i> ✓ Hear, say, and generate rhyming words ✓ Change beginning, middle, and ending letters to make new words ✓ Change the onset or rhyme to make a new word (e.g., can, man; cot, can) ✓ Break words into syllables to write them ✓ Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words ✓ Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions <ul style="list-style-type: none"> • Vocabulary <ul style="list-style-type: none"> ✓ Recognize and use concept words (color names, number words, days of the week, months of the year) ✓ Recognize and use synonyms and antonyms
<p>Presentation</p> <p>6+1 Trait® Focus: Presentation</p>	<p>The student writes and edits using conventions of Standard English by:</p> <ul style="list-style-type: none"> • [1] 1.3.6 Producing legible handwriting with correct spacing, letter formation, and pencil grip 	<ul style="list-style-type: none"> • Experiment with publishing formats (e.g., mini books, posters, class books, word processors) • <i>Prepare writing to be viewed by an audience (ES)</i> • Use proper grip on all writing tools • <i>Use proper formation of upper and lower case manuscript letter and numbers (ES)</i> • Write on lined paper • Use a variety of digital tools to produce and publish writing, including in collaboration with peers
<p>Attitude/Stamina</p>	<ul style="list-style-type: none"> • Not addressed through Alaska Grade Level Expectations 	<ul style="list-style-type: none"> • <i>With teacher support, set personal goals for writing development (ES)</i> • <i>Build stamina to write independently for 10–15 minutes through participation in the writing process (ES)</i> • Be willing to share own writing • <i>Use writing to convey thoughts/ideas (ES)</i>

ELL support services may be found in the Appendix on page A-10/11

Grade 2

Overview: The second grade language arts curriculum is part of a developmental continuum that provides connected literacy experiences as an integral part of learning to communicate in a variety of ways. Students will experience a literate environment by engaging daily in speaking, listening, reading, and writing activities spanning all genres and curricular areas.

Readiness Standards: See *Essential Skills in Reading and Writing-Grade 1*, pgs. 7 & 8

Speaking and Listening

Note: Many objectives for reading and writing relate directly to the area of listening and speaking. Such objectives have been included in the Reading and Writing sections and have NOT been duplicated here. The following objectives focus on listening and speaking for oral communication (speaking) and aural understanding (listening) with others.
The state of Alaska has not developed Grade Level Expectations for Listening and Speaking.

Strand	FNSBSD Core Learner Objectives
Using a gradual release of responsibility model, students will:	
Comprehension and Collaboration	<ul style="list-style-type: none"> • Participate in collaborative conversations with a variety of partners about grade 2 topics and texts with peers and adults in small and larger groups • 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) • Build on others’ talk in conversations by linking their comments to the remarks of others • Actively participate in conversation; listening and looking at the person who is speaking as appropriate • 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 • Write a simple, dictated sentence • Evaluate whether a selection was intended to inform or entertain
Presentation of Knowledge and Ideas	<ul style="list-style-type: none"> • Restate, understand, and follow two to three-step oral directions • Tell stories about self, others, and ideas using logical order • Speak clearly, audibly, and at an appropriate pace for the type of communication needed • Summarize or paraphrase a conversation or story • Listen for meaning in conversations, discussions, and stories by: <ul style="list-style-type: none"> ✓ retelling in own words information that has been shared orally by others ✓ using story elements to retell a narrative text ✓ restating key facts from informational text

Reading

Reading Foundation Skills	Alaska Grade Level Expectations (GLEs)	FNSBSD Core Learner Objectives (Grade level Essential Skills are labeled (ES) and are indicated in red in the online document) Using a gradual release of responsibility model, students will:
Word Study: Phonics, Word Recognition, and Vocabulary	Word Identification Skills The student uses strategies to decode or comprehend meaning of words in text by: <ul style="list-style-type: none"> • [2] 1.1.1 Reading regularly spelled two syllable words using decoding skills, including knowledge of letter-sound relationships (phonics), diphthongs, digraphs, base or root words, and common prefixes and suffixes • [2] 1.1.2 Orally reading high frequency words, compound words, contractions, possessives, and inflectional endings • [2] 1.1.3 Obtaining information using text features including illustrations, captions, and titles • [2] 1.1.4 Identifying the meaning of new vocabulary; using new vocabulary in correct context; making inferences about the meaning of a word based on its use in a sentence • [2] 1.1.5 Self-monitoring and self-correcting while reading (e.g., adjusting reading pace, rereading to check for meaning, rereading a word and checking that the letter sounds match the word read) 	<ul style="list-style-type: none"> • Phonics <ul style="list-style-type: none"> ✓ <i>Use known words and word parts to help decode new words (ES)</i> ✓ Use letters and relationships to sounds to read words ✓ Break words into syllables to read them ✓ <i>Use 3 cueing system (meaning, structural, visual) and correct for accuracy (ES)</i> ✓ Recognize base words and remove prefixes and suffixes to break them down and read them ✓ <i>Read regularly spelled words with long and short vowels (ES)</i> ✓ Know spelling-sound correspondences for additional common vowel teams ✓ Decode regularly spelled two-syllable words with long vowels ✓ <i>Use word chunks/families to decode multi-syllabic words (ES)</i> ✓ Decode words with common prefixes and suffixes ✓ Identify words with inconsistent but common spelling-sound correspondences • Word Recognition <ul style="list-style-type: none"> ✓ Recognize and read grade-appropriate irregularly spelled words ✓ Develop a bank of instantly recognizable sight words ✓ <i>Read 300 Instant Recognition Words (ES)</i> (see pg. 86) • Vocabulary <ul style="list-style-type: none"> ✓ Use parts of compound words to solve a word and derive the meaning ✓ <i>Use context clues to develop an increasing bank of sight words, including content-specific words (e.g., science, social studies, holiday) (ES)</i>

<p>Fluency</p>	<p>The student reads text aloud by:</p> <ul style="list-style-type: none"> • [2] 1.3.1 Reading orally with rhythm, flow, and expression, showing understanding of punctuation (e.g., period, comma, question mark, exclamation point, and quotations) and other conventions of print (e.g., size of print and speech bubbles) at a pace similar to own speech 	<ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension • Read grade level text at a fluency rate based on the district’s currently adopted Reading Curriculum Based Measure (R-CBM) instrument • Read grade-level text with purpose and understanding • <i>Read grade-level text orally with accuracy, appropriate rate, expression, and attention to punctuation (ES)</i> • Use context to confirm or self-correct word recognition and understanding, rereading as necessary • Read aloud grade level text effortlessly and with expression • Read grade level text in three to four-word phrases using intonation, expression, and punctuation cues
<p>Comprehension</p>	<p>The student comprehends literal or inferred meaning from text by:</p> <ul style="list-style-type: none"> • [2] 1.2.3 Making simple inferences <p>The student uses strategies to decode or comprehend meaning of words in text by:</p> <ul style="list-style-type: none"> • [2] 1.1.3 Obtaining information using text features including illustrations, captions, and titles • [2] 1.1.4 Identifying the meaning of new vocabulary; using new vocabulary in correct context; making inferences about the meaning of a word based on its use in a sentence • [2] 1.1.5 Self-monitoring and self correcting while reading (e.g., adjusting reading pace, rereading to check for meaning, rereading a word and checking that the letter sounds match the word read) <p>The student comprehends literal or inferred meaning from text by:</p> <ul style="list-style-type: none"> • [2] 1.2.2 Self-monitoring comprehension by making predictions or formulating questions while reading (e.g., why is the wolf dressed in grandmother's clothing, why are mother bears dangerous, what will happen next), or rereading (e.g., for clarification, confirmation, correction) <p>The student comprehends literal or inferred meaning from text by:</p> <ul style="list-style-type: none"> • [2] 1.2.1 Answering questions about information explicitly stated in text • [2] 1.2.4 Drawing conclusions about stories and/or based on information presented in the text (e.g., cause and effect) <p>The student relates/summarizes information by:</p> <ul style="list-style-type: none"> • [2] 1.4.1 Retelling or dramatizing a story after reading it* 	<ul style="list-style-type: none"> • Read and follow simple directions to complete a task <p>Before-Reading Strategies</p> <ul style="list-style-type: none"> • Use evidence from the text to support predictions (I think...because...) • Identify informational texts and fiction, prose and poetry, and understand purpose for reading <p>During-Reading Strategies</p> <ul style="list-style-type: none"> • <i>Make connections (T-S, T-T, T-W) and use evidence to support (ES)</i> • Notice and remember facts, concepts, or ideas from a text • Notice and remember the events of a story in sequence and to understand the plot • Notice and understand the problem of a story and how it is solved • Self-monitor understanding and ask questions when meaning is lost • Notice and derive information from pictures • Recognize and actively work to solve new words • Use picture clues to help understand words and stories • <i>Use a variety of strategies: predicting, questioning, rereading, inferring, creating mental images (ES)</i> <p>After-Reading Strategies</p> <ul style="list-style-type: none"> • Provide an oral summary of a text • <i>Use cause/effect to draw simple conclusions (ES)</i> • Recognize and identify some aspects of the text structure, such as beginning, events in sequential order, most exciting point in a story, and ending

	<ul style="list-style-type: none"> • [2] 1.4.2 Restating information after reading text* <p>The student demonstrates an understanding of the main idea by:</p> <ul style="list-style-type: none"> • [2] 1.5.1 Identifying and discussing main ideas and supporting details <p>The student analyzes content and structure of genres by:</p> <ul style="list-style-type: none"> • [2] 1.7.1 Distinguishing between fiction, and non-fiction, poetry and prose • [2] 1.7.2 Identifying use of dialogue or rhyme in text <p>The student analyzes literary elements and devices by:</p> <ul style="list-style-type: none"> • [2] 1.8.1 Identifying problem and solution, main characters, and setting in fiction <p>The student analyzes content to differentiate fact and opinion by:</p> <ul style="list-style-type: none"> • [2] 1.9.1 Expressing own opinion about material read <p>The student connects themes by:</p> <ul style="list-style-type: none"> • [2] 1.10.1 Making relevant connections between text and personal experiences, experiences of others, and other texts • [2] 1.10.2 Locating details in text to illustrate relevant connections between personal experiences, experiences of others, and other texts 	<ul style="list-style-type: none"> • Retell the story using pictures, writing, or dramatization (ES) • Identify main idea by selecting an appropriate title for text • Distinguish between main idea and supporting detail (ES) • Use evidence from the text to support conclusions that the readers can draw <p>Fiction</p> <ul style="list-style-type: none"> • Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text • Describe how characters in a story respond to major events and challenges <p>Non-Fiction</p> <ul style="list-style-type: none"> • Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text • 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>The student analyzes content and structure of genres by:</p> <ul style="list-style-type: none"> • [2] 1.7.1 Distinguishing between fiction and non-fiction, poetry and prose • [2] 1.7.2 Identifying use of dialogue or rhyme in text <p>The student analyzes literary elements and devices by:</p> <ul style="list-style-type: none"> • [2] 1.8.1 Identifying problem and solution, main characters, and setting in fiction <p>The student analyzes content of text to differentiate fact and opinion by:</p> <ul style="list-style-type: none"> • [2] 1.9.1 Expressing own opinion about material read 	<p>Fiction</p> <ul style="list-style-type: none"> • Identify story elements (character, plot, setting) (ES) • Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song • Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action • Identify point of view (ES) <p>Non-Fiction</p> <ul style="list-style-type: none"> • Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area • 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 • 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>The student analyzes content of text to differentiate fact and opinion by:</p> <ul style="list-style-type: none"> • [2] 1.9.1 Expressing own opinion about material read <p>The student connects themes by:</p> <ul style="list-style-type: none"> • [2]1.10.1 Making relevant connections between text and personal experiences, experiences of others, and other texts • [2]1.10.2 Locating details in text to illustrate relevant connections between personal experiences, experiences of others, and other texts <p>The student makes connections between cultural influences/events by:</p> <ul style="list-style-type: none"> • [2] 1.11.1 Recognizing that stories originate in various cultures* 	<ul style="list-style-type: none"> • <i>Understand the differences between fact/opinion and fiction/nonfiction (ES)</i> • Understand realistic fiction as stories that could be real and fantasy as stories that could not be real • <i>Identify genres: biography, realistic, fiction, fantasy, etc. (ES)</i> • Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral <p>Fiction</p> <ul style="list-style-type: none"> • Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot • Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures <p>Non-Fiction</p> <ul style="list-style-type: none"> • Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text • Describe reasons that support specific points the author makes in a text • Compare and contrast the most important points presented by two texts on the same topic
<p>Motivation, Engagement, and Stamina</p>	<ul style="list-style-type: none"> • Not addressed through Alaska Grade Level Expectations 	<ul style="list-style-type: none"> • Listen to, identify, and explore a variety of children's literature and genres • Participate in self-selected reading of appropriate level extending to 25 minutes • <i>Choose a good fit book for independent reading (ES)</i>

Grade 2-Writing

Writing Strands	Alaska Grade Level Expectations (GLEs)	FNSBSD Core Learner Objectives (Grade level Essential Skills are labeled (ES) and are indicated in red in the online document) Using a gradual release of responsibility model, students will:
<p>Genres and Purposes</p> <p>6+1 Trait® Focus: Ideas Organization Voice Word Choice Sentence Fluency Conventions Presentation</p>	<p>The student writes about a topic by:</p> <ul style="list-style-type: none"> • [2] 1.1.1 Writing complete sentences with a subject and predicate • [2] 1.1.2 Writing and organizing thoughts into a topic sentence and two supporting sentences • [2] 1.1.3 Writing a story or composition with a beginning, middle, and end <p>The student writes for a variety of purposes and audiences by:</p> <ul style="list-style-type: none"> • [2] 1.2.1 Producing a variety of written forms for specific audiences (e.g., stories, reports, letters, journal entries) • [2] 1.2.2 Using expressive language when responding to literature or producing text (e.g., journals, pictures supported by text or poetry) 	<ul style="list-style-type: none"> • 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 • Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section • 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 • Write (friendly) letters in which they use all parts (date, salutation, body, closing, signature, and sometimes P.S.) and understand a letter as written communication between people • Write poetry to express feelings, sensory images, ideas, or stories • Analyze a test writing prompt and use complete sentences to answer a question about an assigned topic to demonstrate what they know or can do as a writer • Write for a variety of audiences • <i>Recognize and produce the following genres: narrative, informative, opinion, friendly letter, and poetry (ES)</i>
<p>Research to Build and Present Knowledge (Research Skills)</p> <p>6+1 Trait® Focus: Ideas Organization Voice Word Choice Conventions</p>	<p>The student documents resources by:</p> <ul style="list-style-type: none"> • [2] 1.5.1 Listing sources or authors and titles of books and other materials when used as references in written work with support 	<ul style="list-style-type: none"> • 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) • Recall information from experiences or gather information from provided sources to answer a question • Participate in note-taking to gather information • Use resources when attempting to write words and copy print from the environment (word walls, books, peer and teacher support)

		<ul style="list-style-type: none"> List sources of information used and demonstrate an understanding of using more than one type of resource
<p>Production and Distribution of Writing (Writing Process)</p> <p>6+1 Trait® Focus: Ideas Organization Voice Word Choice Sentence Fluency Conventions Presentation</p>	<p>The student writes for a variety of purposes and audiences by:</p> <ul style="list-style-type: none"> [2] 1.2.1 Producing a variety of written forms for specific audiences (e.g., stories, reports, letters, journal entries) [2] 1.2.2 Using expressive language when responding to literature or producing text (e.g., journals, pictures supported by text or poetry) <p>The student revises writing by:</p> <ul style="list-style-type: none"> [2] 1.4.1 Rearranging and/or adding supporting details to improve clarity [2] 1.4.2 Giving/receiving appropriate feedback about written work <p>The student writes and edits using conventions of Standard English by:</p> <ul style="list-style-type: none"> [2] 1.3.1 Writing a variety of complete, simple sentences (i.e., statement, question, exclamation) [2] 1.3.2 Identifying and/or correcting mistakes in spelling (e.g., grade-appropriate, high frequency words) [2] 1.3.3 Using punctuation in written work (e.g., periods, question marks, exclamation marks, commas, quotation marks) [2] 1.3.4 Identifying and/or correcting mistakes in punctuation at the end of sentences and capitalization (i.e., beginning of sentences and proper nouns) <p>The student documents sources by:</p> <ul style="list-style-type: none"> [2] 1.5.1 Listing sources or authors and titles of books and other materials used as references in written work with support 	<p>Writing Process <i>Embedded in the teaching of writing is the use of the writing process and 6+1 Traits® analysis. Students will use the 6+1 Trait® Writing framework as developmentally appropriate, which includes: Ideas, Organization, Voice, Word Choice, Sentence Fluency, and Conventions. (ES)</i></p> <ul style="list-style-type: none"> Focus on a topic and strengthen writing as needed by revising and editing Use a variety of tools to organize, produce, edit, and publish writing, including in collaboration with peers <i>Have experience with the guided use of the Writing Process including brainstorming, drafting, response (questions and compliments), revising, editing, and publishing (ES)</i> Prewrite: Gather ideas and organize <ul style="list-style-type: none"> ✓ Participate in activities such as: brainstorming, listening to stories, and discussing class experiences ✓ <i>Make and use organizational tools such as Thinking Maps®, word lists, webs, and notes to record information gathered from a variety of sources (ES)</i> ✓ Organize information into categories for presentation Draft: Composition and fluency <ul style="list-style-type: none"> ✓ Write both expository and narrative compositions ✓ Write for a specific purpose: to inform, entertain, persuade, reflect, instruct, retell, or plan ✓ Write a range of complete sentences (declarative, interrogative, exclamatory) ✓ <i>Write a five sentence paragraph with a topic sentence, three supporting sentences, and a concluding sentence (ES)</i> ✓ <i>Engage the reader with a strong introduction, descriptive body, and effective conclusion (ES)</i> ✓ Write in past, present, and future tenses ✓ Use transitional words for time flow (first, next, after, then) ✓ Use literature as a model for writing Revise: Change content for clarity and originality <ul style="list-style-type: none"> ✓ Reflect on own writing for improvement in sentence fluency, word choice, organization, etc. ✓ Participate in asking questions and giving appropriate feedback ✓ <i>Use descriptive words and interesting important details for clarity (ES)</i> Edit: Correct mechanics, spelling, and format

		<ul style="list-style-type: none"> ✓ See Writing Strands: <i>Draft, Word Study, and Conventions</i> ✓ Check for capitals in names, first word of a sentence, and the pronoun “I” ✓ Ensure correct punctuation of sentence endings, greetings and closings of letters, dates, and contractions ✓ Verify spelling of grade level sight words ✓ Confirm standard grammar (e.g., subject-verb agreement) ✓ Edit for appropriate formatting features (e.g., margins, indentations, titles) ✓ Know how to use an editing and proofreading checklist • Publish: Share work with an audience <ul style="list-style-type: none"> ✓ See Writing Strand: <i>Presentation</i> ✓ Communicate ideas using varied tools of technology ✓ Continue to develop efficient keyboarding skills ✓ Publish a minimum of one product per quarter
<p>Conventions of Standard English</p> <p>6+1 Trait® Focus: Conventions</p>	<p>The student writes and edits using conventions of Standard English by:</p> <ul style="list-style-type: none"> • [2] 1.3.1 Writing a variety of complete, simple sentences (i.e., statement, question, exclamation) • [2] 1.3.2 Identifying and/or correcting mistakes in spelling (e.g., grade-appropriate, high frequency words) • [2] 1.3.3 Using punctuation in written work (e.g., periods, question marks, exclamation marks, commas, quotation marks) • [2] 1.3.4 Identifying and/or correcting mistakes in punctuation at the end of sentences and capitalization (i.e., beginning of sentences and proper nouns) 	<ul style="list-style-type: none"> • <i>Compose 3-5 sentences on topic using correct mechanics, spelling, and format (ES)</i> • Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish) • Use reflexive pronouns (e.g., myself, ourselves) • Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told) • Produce, expand, and rearrange simple and compound sentences • Determine if a sentence is a complete sentence • Identify and compose telling sentences and questions • Use a capital letter for the first word of a sentence and proper nouns • Capitalize holidays, product names, and geographic names • Use commas in a series, greetings, and closings of letters • Use an apostrophe to form contractions and frequently occurring possessives • <i>Identify the following parts of speech: noun, verb, and adjective (ES)</i> • <i>Identify common and proper nouns (ES)</i> • <i>Build on the appropriate use of punctuation (periods, exclamation points, question marks, commas, apostrophes) (ES)</i>

<p>Word Study: Phonics, Spelling, Vocabulary</p> <p>6+1 Trait® Focus: Word Choice Conventions</p>	<p>The student writes and edits using conventions of Standard English by:</p> <ul style="list-style-type: none"> • [2] 1.3.2 Identifying and/or correcting mistakes in spelling (e.g. grade-appropriate, high frequency words) <p>The student writes for a variety of purposes and audiences by:</p> <ul style="list-style-type: none"> • [2] 1.2.2 Using expressive language when responding to literature or producing text (e.g. journals, pictures supported by text or poetry) 	<ul style="list-style-type: none"> • Phonics • Decode and compose words using: <ul style="list-style-type: none"> ✓ Consonant vowel patterns ✓ Vowel diphthongs (ou, ow, au, aw, oi, oy) ✓ Vowel digraphs (ea, ai, oa) ✓ Variant vowels (oo, ou) ✓ R-controlled vowels (ar, er, ir, or, ur) ✓ Consonant digraphs (ch, sh, th, wh, ph, gh) ✓ Compound words ✓ Root words and endings ✓ Regular plurals (boy-boys, peach-peaches) ✓ Irregular plurals (man-men, child-children) ✓ Regular verb tenses (walk-walks-walked-walking) ✓ Irregular verb tenses (come-came) • Spelling <ul style="list-style-type: none"> ✓ <i>Use No Excuse Spelling Words for 2nd Grade (ES)</i> (see pg. 84) ✓ Use letter-sound knowledge to monitor accuracy of spelling ✓ Sort and spell words using spelling patterns (e.g. seat, beat, cheat; glow, grow, sow) ✓ Consult reference materials, including beginning dictionaries, as needed to check and correct spellings ✓ Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases ✓ <i>Alphabetize to the second letter (ES)</i> • Vocabulary <ul style="list-style-type: none"> ✓ Recognize simple antonyms (stop/go), synonyms (big/large), and homophones (two/to/too; there/their/they're) ✓ Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy) ✓ Use new words and phrases acquired through conversations, reading, and responding to texts
<p>Presentation</p> <p>6+1 Trait® Focus: Presentation</p>	<p>The student writes and edits using conventions of Standard English by:</p> <ul style="list-style-type: none"> • [2] 1.3.5 Rewriting handwritten work to improve legibility, if necessary, when producing final drafts 	<ul style="list-style-type: none"> • <i>Prepare a grade-level appropriate piece of writing for an audience (ES)</i> • Use a variety of digital tools to organize, produce, edit, and publish writing • <i>Demonstrate mastery of all upper and lower-case manuscript letters and numerals using proper form, proportions, and spacing (ES)</i>

Attitude/Stamina	<ul style="list-style-type: none"> • Not addressed through Alaska Grade Level Expectations 	<ul style="list-style-type: none"> • 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 • <i>Persevere to complete a writing task (ES)</i> • <i>Build stamina to write independently for 15–20 minutes through participation in the writing process (ES)</i> • <i>Set 2-4 personal goals for writing (ES)</i>
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ELL support services may be found in the Appendix on page A-10/11

Grade 3

Overview: The third grade language arts curriculum is part of a developmental continuum that provides connected literacy experiences as an integral part of learning to communicate in a variety of ways. Students will experience a literate environment by engaging daily in speaking, listening, reading, and writing activities spanning all genres and curricular areas.

Readiness Standards: See *Essential Skills in Reading and Writing-Grade 2*, pgs. 9 & 10

Speaking and Listening

Note: Many objectives for reading and writing relate directly to the area of listening and speaking. Such objectives have been included in the Reading and Writing sections and have NOT been duplicated here. The following objectives focus on listening and speaking for oral communication (speaking) and aural understanding (listening) with others.
The state of Alaska has not developed Grade Level Expectations for Listening and Speaking.

Strand	FNSBSD Core Learner Objectives
	Using a gradual release of responsibility model, students will:
Comprehension and Collaboration	<ul style="list-style-type: none"> • Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with a variety of partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly • Listen with attention during lessons and respond with statements and questions • Engage in the agreed-upon rules of conversation • Ask clear and appropriate questions during small-group and whole-group discussions • Write compound, dictated sentences • Take simple notes from oral sources • Distinguish between literal and non-literal meanings of words (e.g., take steps) • Evaluate whether a selection was intended to inform, persuade, or entertain
Presentation of Knowledge and Ideas	<ul style="list-style-type: none"> • Use grade level appropriate vocabulary when talking about texts (title, author, character, etc.), content areas, personal experiences, and ideas • Describe similarities and differences among people, places, events, and objects • Describe cause and effect relationships • Answer questions completely and with appropriate elaboration • Tell stories and present information in a sequential manner • Use appropriate volume, intonation and rate when addressing large and small groups • Demonstrate effective eye contact and posture when speaking • Have a plan or notes to support presentations • Restate, understand, and follow three-step oral directions

Reading

Reading Foundation Skills	Alaska Grade Level Expectations (GLEs)	FNSBSD Core Learner Objectives (Grade level Essential Skills are labeled (ES) and are indicated in red in the online document) Using a gradual release of responsibility model, students will:
Word Study: Phonics, Word Recognition, and Vocabulary	<p>The student uses strategies to decode or comprehend meaning of words in text by:</p> <ul style="list-style-type: none"> • [3] 1.1.1 Reading regularly spelled, multi-syllabic (three syllables) words using decoding skills, including knowledge of letter-sound relationships (phonics), word structure (root or base word, prefixes, suffixes, rhyming words) and language structure (word order, grammar) • [3] 1.1.2 Reading orally high-frequency words and abbreviations of proper nouns such as Dr., Mr., Mrs., Ms. (L) • [3] 1.1.4 Identifying words by using context clues (e.g., "canoe" in a story about fishing) 	<p>This section also addressed in Writing Strand: <i>Phonics, Spelling and Vocabulary</i></p> <ul style="list-style-type: none"> • Expand sight and content area vocabulary • Notice that words have multiple meanings and use this knowledge to understand and interpret a text • <i>Read regularly spelled, multi-syllabic words using knowledge of letter-sound relationships, word structure, and language structure (ES)</i> • <i>Use context clues to determine the meaning of unfamiliar words (ES)</i> • <i>Identify and use root words, affixes, and morphology to determine the meanings of new words (ES)</i> • Read abbreviations of proper nouns (e.g., Dr., Mr., Mrs., Ms.) • <i>Use glossaries or dictionaries, both print and digital, to clarify meanings of unknown words (ES)</i>
Fluency	<p>The student reads text aloud by:</p> <ul style="list-style-type: none"> • [3] 1.3.1 Reading orally with rhythm, flow and expression, showing understanding of punctuation and other conventions of print (L) 	<ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension for the type of text • Read grade level text at a fluency rate based on the district's currently adopted Reading Curriculum Based Measure (R-CBM) instrument • Read with expression (reflect meaning with the voice through pauses, stresses, and phrasing) • <i>Read orally with rhythm, flow and expression, showing understanding of punctuation and other conventions of print (ES)</i> • <i>Read 500 Instant Recognition Words (ES)</i> (see pgs. 87/88)
Comprehension	<p>The student uses strategies to decode or comprehend meaning of words in text by</p> <ul style="list-style-type: none"> • [3] 1.1.5 Self-monitoring and self-correcting while reading (e.g., sound words out, adjusting reading pace) (L) 	<p>Before-Reading Strategies</p> <ul style="list-style-type: none"> • Set purpose for reading (e.g. to find information, for enjoyment, following directions) <p>During Reading Strategies</p>

	<p>The student comprehends literal or inferred meaning from text by:</p> <ul style="list-style-type: none"> • [3] 1.2.1 Locating information explicitly stated in narrative and informational text to answer literal-comprehension questions • [3] 1.2.2 Self-monitoring comprehension by making predictions or formulating questions while reading (e.g., why is the wolf dressed in grandmother's clothing, why are mother bears dangerous, what will happen next) or rereading (e.g., for clarification, confirmation, correction) (L) • [3] 1.2.3 Making simple inferences (e.g., predicts logical outcomes) • [3] 1.2.4 Drawing conclusions based on information presented in the text (e.g., cause and effect, character motivation) <p>The student restates/summarizes information by:</p> <ul style="list-style-type: none"> • [3] 1.4.2 Restating information after reading a text or identifying accurate restatements <p>The student connects themes by:</p> <ul style="list-style-type: none"> • [3] 1.10.1 Making connections between a text [and personal experiences (e.g., this reminds me of when I gave my favorite toy away), experiences of others (e.g., sister helps in toy drive), L] or other texts (e.g., the March sisters helped others in need) • [3] 1.10.2 Locating details in text to illustrate relevant connections between [personal experience, experience of others or L] other texts <p>The student restates/summarizes information by:</p> <ul style="list-style-type: none"> • [3] 1.4.1 Retelling or dramatizing a story after reading it (L) <p>The student demonstrates an understanding of main idea by:</p> <ul style="list-style-type: none"> • [3] 1.5.1 Identifying the main idea or central concept in various types of texts <p>The student follows written directions by:</p> <ul style="list-style-type: none"> • [3] 1.6.1 Completing a simple (1-2 step) task by following written directions (L) • [3] 1.6.2 Identifying the sequence of steps in simple directions <p>The student analyzes content and structure of genres by:</p> <ul style="list-style-type: none"> • [3] 1.7.1 Distinguishing between fiction/non-fiction, prose/poetry, short story/drama (L) 	<ul style="list-style-type: none"> • Apply strategies to enhance or repair comprehension: <ul style="list-style-type: none"> ✓ <i>Reread for clarity (ES)</i> ✓ <i>Make connections: text to text, text to self, text to world (ES)</i> ✓ Use context by reading to the end of the sentence to understand unknown words ✓ Make meaningful substitutions at the word level ✓ <i>Make predictions, ask questions, and apply visualization strategies (ES)</i> ✓ <i>Use self-monitoring and self-correcting while decoding (ES)</i> <p>After Reading Strategies</p> <ul style="list-style-type: none"> • Identify and retell main idea with supporting details to determine importance • <i>Summarize up to four events in sequence (ES)</i> • <i>Make simple inferences and draw conclusions based on information from texts (ES)</i> • Identify accurate restatements about the text • Compare and contrast characters, events and ideas within and across texts, and through personal connections • Determine the author's intent: persuade, inform, or entertain • Respond to literal and inferential questions, using complete sentences • <i>Locate information explicitly stated in narrative and informative texts to answer literal comprehension questions (ES)</i> • <i>Determine cause/effect (ES)</i> • <i>Distinguish fact from opinion (ES)</i> <p>Fiction</p> <ul style="list-style-type: none"> • Retell or dramatize 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 • Describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events <p>Non-Fiction</p> <ul style="list-style-type: none"> • Complete a simple (1-2 step) task by following written directions • Identify the sequence of steps in simple directions
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		<ul style="list-style-type: none"> • Determine the main idea of a text; recount the key details and explain how they support the main idea • Use language of time, sequence, and cause/effect to discuss non-fiction • Understand biography as the story of a person’s life <p>Fiction and Non-Fiction</p> <ul style="list-style-type: none"> • Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers • Identify the main idea or central concept in various types of text • <i>Listen to, read, and distinguish between a variety of genres, such as fiction/informational, prose/poetry, and short story/drama (ES)</i> • <i>Use the knowledge of the genre to form expectations of the text</i> • <i>Use titles, subtitles, highlighted words, pictures, and captions to help identify main ideas and concepts (ES)</i>
<p>Craft and Structure</p>	<p>The student uses strategies to decode or comprehend meaning of words in text</p> <ul style="list-style-type: none"> • [3] 1.1.3 Obtaining information using text features including pictures (illustrations for text) and visual cues (e.g., bolded or italicized text, chapter titles) <p>The student analyzes content and structure of genres by:</p> <ul style="list-style-type: none"> • [3] 1.7.2 Identifying use of dialogue or rhyme, in common forms of text <p>The student analyzes literary elements and devices by:</p> <ul style="list-style-type: none"> • [3] 1.8.1 Identifying or describing problem and solution, main characters, and setting in fiction 	<p>Fiction</p> <ul style="list-style-type: none"> • <i>Identify use of dialogue and its use in text (ES)</i> • <i>Identify and describe plot, main characters, setting, and resolution (ES)</i> • Recognize and discuss aspects of narrative structure (beginning, series of events, high point of the story, ending) • Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language • 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>Non-Fiction</p> <ul style="list-style-type: none"> • Determine the meaning of general academic and content-specific words and phrases in a text relevant to a grade 3 topic or subject area • Use text features and search tools (e.g., key words, sidebars, glossaries, indexes, hyperlinks) to efficiently locate information relevant to a given topic <p>Fiction and Non-Fiction</p> <ul style="list-style-type: none"> • Distinguish their own point of view from that of the narrator, the characters, or the author of the text • Identify basic cultural influences in text

Integration of Knowledge and Ideas	<p>The student analyzes content of text to differentiate fact and opinion by :</p> <ul style="list-style-type: none"> • [3] 1.9.1 Expressing own opinion about material read (L) <p>The student connects themes by:</p> <ul style="list-style-type: none"> • [3] 1.10.1 Making connections between a text [and personal experiences (e.g., this reminds me of when I gave my favorite toy away), experiences of others (e.g., sister helps in toy drive), L] or other texts (e.g., the March sisters helped others in need) <p>The student makes connections between cultural influences/events by:</p> <ul style="list-style-type: none"> • [3] 1.11.1 Identifying cultural influences in texts (e.g., dialects, customs, traditions) (L) 	<p>Fiction</p> <ul style="list-style-type: none"> • Explain how specific aspects of a text’s illustrations and text features contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting) • <i>Evaluate information and express own opinion using one supporting detail from the text (ES)</i> • 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>Non-Fiction</p> <ul style="list-style-type: none"> • 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) • Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) • Compare and contrast the most important points and key details presented in two texts on the same topic
Motivation, Engagement, and Stamina	<ul style="list-style-type: none"> • Not addressed through Alaska Grade Level Expectations 	<ul style="list-style-type: none"> • Share reading experiences with others • Set personal reading goals • <i>Participate in self-selected reading of appropriate level extending to 30 minutes (ES)</i> • <i>Choose books that match their independent reading level (ES)</i>

Grade 3-Writing

Writing Strands	Alaska Grade Level Expectations (GLEs)	FNSBSD Core Learner Objectives (Grade level Essential Skills are labeled (ES) and are indicated in red in the online document) Using a gradual release of responsibility model, students will:
<p>Genres and Purposes</p> <p>6+1 Trait® Focus: Ideas Organization Voice Word Choice Sentence Fluency Conventions Presentations</p>	<p>The student writes about a topic by:</p> <ul style="list-style-type: none"> • [3] 1.1.1 Writing complete sentences with a subject and a predicate • [3] 1.1.2 Writing a paragraph on a single topic with two or more supporting details • [3] 1.1.3 Writing a story or composition with a beginning, middle, and end (L) <p>The student writes for a variety of purposes and audiences by:</p> <ul style="list-style-type: none"> • [3] 1.2.1 Choosing the appropriate organizational structure to match a purpose and audience (e.g., letters and notes, recounts, stories, and poems) (L) • [3] 1.2.2 Using expressive language when responding to literature or producing text (e.g., journals, pictures supported by text or poetry) (L) 	<ul style="list-style-type: none"> • Write opinion pieces supporting a point of view • Write informative/explanatory pieces to examine a topic and convey ideas and information clearly (e.g., problem/solution, cause/effect, compare/contrast, how-to, descriptive, author study, interview) (ES) • Write narrative pieces to develop real or imagined experiences or events (ES) • Compose letters using date, salutation, body, closing, and signature (ES) • Compose a variety of poetry using repetition, rhythm, similes, and other poetic techniques (ES) • Write about self-selected topics • Produce functional text (lists and procedures, newspaper articles, test writing, reader’s notebook) • Analyze and respond to a test writing prompt that addresses the purpose, genre, and audience • Write about an assigned topic to demonstrate their current ability as a writer • Write about reading or literature through extended response or short answer • Identify audience and form for writing
<p>Research to Build and Present Knowledge (Research Skills)</p> <p>6+1 Trait® Focus: Ideas Organization Word Choice Conventions Voice</p>	<p>The student documents sources by:</p> <ul style="list-style-type: none"> • [3] 1.5.1 Listing sources or authors and titles of books and other materials when used as references in written work (L) 	<ul style="list-style-type: none"> • Use a dictionary and thesaurus to improve or support writing (ES) • Conduct short research projects that build knowledge about a topic • Generate research questions about a topic • Take notes, use Thinking Maps®, or make sketches to help remember information • Gather information (with teacher or library associate assistance) about a topic from books or other print, digital, and media resources while preparing to write about it • Cite source (title and author)

<p>Production and Distribution of Writing (Writing Process)</p> <p>6+1 Trait® Focus: Ideas Voice Organization Word Choice Sentence Fluency Conventions Presentation</p>	<p>The student writes for a variety of purposes and audiences by:</p> <ul style="list-style-type: none"> • [3] 1.2.1 Choosing the appropriate organizational structure to match a purpose and audience (e.g., letters and notes, recounts, stories, and poems) (L) • [3] 1.2.2 Using expressive language when responding to literature or producing text (e.g., journals, pictures supported by text or poetry) (L) <p>The student writes about a topic by:</p> <ul style="list-style-type: none"> • [3] 1.1.1 Writing complete sentences with a subject and a predicate • [3] 1.3.1 Writing a variety of complete simple sentences (i.e., statement, question, exclamation) • [3] 1.1.2 Writing a paragraph on a single topic with two or more supporting details • [3] 1.1.3 Writing a story or composition with a beginning, middle, and end (L) <p>The student revises writing by:</p> <ul style="list-style-type: none"> • [3] 1.4.1 Rearranging and/or adding supporting details to improve clarity • [3] 1.4.2 Giving/receiving appropriate feedback about written work (L) <p>The student writes and edits using conventions of Standard English by:</p> <ul style="list-style-type: none"> • [3] 1.3.1 Writing a variety of complete, simple sentences (i.e., statement, question, exclamation) • [3] 1.3.2 Identifying and/or correcting mistakes in spelling (e.g., grade-appropriate, high-frequency words) (L) • [3] 1.3.3 Identifying and/or correcting mistakes in punctuation at the end of sentences and capitalization (i.e., beginning of sentences and proper nouns) 	<p>Writing Process</p> <p><i>Embedded in the teaching of writing is the use of the writing process and 6+1 Traits® analysis. Students will use the 6+1 Trait® Writing framework as developmentally appropriate, which includes: Ideas, Organization, Voice, Word Choice, Sentence Fluency, and Conventions. (ES)</i></p> <ul style="list-style-type: none"> • Prewrite: Gather ideas and organize <ul style="list-style-type: none"> ✓ <i>Use Thinking Maps®, writer's notebook and other tools to brainstorm, collect and organize ideas (ES)</i> ✓ Participate in conversations, shared writing and interactive writing • Draft: Composition and fluency <ul style="list-style-type: none"> ✓ Create a draft based on a single topic of own choice or teacher's choosing ✓ Adjust writing style, organizational style, and format for a variety of purposes and audiences ✓ Use temporary spellings to record ideas, feelings, experiences ✓ Use the elements and style of published authors as a model for developing a personal writing style ✓ Use rubric to guide writing ✓ Engage the reader with a strong lead ✓ Present ideas in logical order across the piece, maintaining control of a central idea ✓ <i>Use correct tense: past, present, and future (ES)</i> ✓ Write a variety of complete simple sentences (e.g., statements, questions, exclamations) ✓ <i>Write three complete paragraphs with a topic sentence, 3 supporting details, and a summative conclusion (ES)</i> • Revise: Change content for clarity and originality <ul style="list-style-type: none"> ✓ <i>Use a variety of simple and compound sentences with varied, purposeful sentence beginnings and varied sentence lengths (ES)</i> ✓ <i>Add and delete words to clarify meaning (ES)</i> ✓ <i>Use a variety of transition words and phrases to connect ideas (ES)</i> ✓ Select a title for piece that reflects the main idea ✓ Develop the topic with facts, reasons, definitions, and examples
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		<ul style="list-style-type: none"> ✓ Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations ✓ Use a grade level or class generated rubric to evaluate writing based on one or more of the 6 +1 Traits ✓ Participate in developing a revising checklist, distinguishing between editing and revising ✓ Individually and in small groups, give and receive feedback to revise written work (add/delete/rearrange) to improve detail and clarity • Edit: <i>Proofread for spelling and conventions (ES)</i> <ul style="list-style-type: none"> ✓ See also <i>Conventions of Standard English, Draft and Word Study</i> ✓ Identify and correct misspelled and misused words, using 3rd grade <i>No Excuse Spelling Words</i> list (see pg. 84) and other spelling strategies and/or resources ✓ Use resources such as a class generated checklist to edit for grade level conventions ✓ Proofread own writing and work of others using editing symbols (see Appendix) ✓ Identify and correct sentence fragments and run-on sentences ✓ Combine simple or related sentences • Publish: Share work with an audience <ul style="list-style-type: none"> ✓ Publish a minimum of one product per quarter ✓ See also <i>Presentation</i>
<p>Conventions of Standard English</p> <p>6+1 Trait® Focus: Conventions</p>	<p>The student writes and edits using conventions of Standard English by:</p> <ul style="list-style-type: none"> • [3] 1.3.1 Writing a variety of complete, simple sentences (i.e. statement, question, exclamation) • [3] 1.3.3 Identifying and/or correcting mistakes in punctuation at the end of sentences and capitalization (i.e. beginning of sentences and proper nouns) 	<ul style="list-style-type: none"> • Use capital letters correctly: <ul style="list-style-type: none"> ✓ <i>Proper names, places, and sentence beginnings (ES)</i> ✓ Holidays, days, months, city/state, words in titles • Understand and identify subject/verb agreement (ES) • Identify and correctly use common and proper nouns, verbs, adjectives, and pronouns (ES) • Change common singular words into plurals (ES) • Use punctuation correctly: period, comma, quotation mark, question mark, and exclamation mark (ES) • Use proper grammar, and sentence structure • Break words at the syllables at the end of a line using a hyphen • See also <i>Word Study</i>

<p>Word Study: Phonics, Spelling, Vocabulary</p> <p>6+1 Trait® Focus: Conventions Word Choice</p>	<p>The student writes and edits using conventions of Standard English by:</p> <ul style="list-style-type: none"> • [3] 1.3.2 Identifying and/or correcting mistakes in spelling (e.g., grade-appropriate, high frequency words) <p>The student writes for a variety of purposes and audiences by:</p> <ul style="list-style-type: none"> • [3] 1.2.2 Using expressive language when responding to literature or producing text (e.g., journals, pictures supported by text or poetry) (L) 	<ul style="list-style-type: none"> • Phonics <ul style="list-style-type: none"> ✓ Use letter-sound relationships, syllable patterns, ending rules, onset-rime and meaningful word parts to spell multi-syllable words • Spelling <ul style="list-style-type: none"> ✓ <i>Spell 3rd grade No Excuse Spelling Words correctly (ES)</i> (see pg. 84) ✓ Use known words and word parts to spell other words ✓ Recognize and form various tenses by adding verb endings (-es, -ed, -ing, -d) ✓ Spell grade-level regular and irregular plurals by adding -s, -es, changing -y to -i and adding -es, and by changing the spelling (woman-women) ✓ Spell contractions with am, is, not, will, have, would, or had ✓ Spell abbreviations of common proper nouns (Mrs., Dr., Mr.) ✓ Recognize and use letters that represent no sound in words ✓ Understand and use all sounds related to the various consonants and consonant clusters (scr-, spr-, str-, thr-) ✓ Understand that some consonant letters represent several different sounds (ch-: cheese, school, machine, choir, yacht) ✓ Understand that some consonant sounds can be represented by several different letters or letter clusters (final /k/ by c, k, ck) ✓ Recognize and use letters that represent the wide variety of vowel sounds (long and short) ✓ Use grade level prefixes (-un, -re,) and suffixes (-er, -ing, -ness) appropriately ✓ Recognize and use endings that form adverbs (-ly) ✓ Recognize and use words to make comparisons (-er, -est) ✓ Alphabetize to the third letter • Vocabulary <ul style="list-style-type: none"> ✓ <i>Show ability to vary the text by choosing alternative words for overused words (ES)</i> ✓ Participate in the creation of word banks ✓ Apply new vocabulary from reading, content areas, and listening ✓ Apply knowledge of synonyms and antonyms to enhance word choice
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		<ul style="list-style-type: none"> ✓ Recognize and use homographs, homophones, and words with multiple meanings ✓ Record personal vocabulary in a journal or notebook that includes pictures, examples, or definitions
<p>Presentation</p> <p>6+1 Trait® Focus: Presentation</p>	<p>The student writes and edits using conventions of Standard English by:</p> <ul style="list-style-type: none"> • [3] 1.3.4 Rewriting handwritten work to improve legibility, if necessary, when producing final drafts (L) 	<ul style="list-style-type: none"> • <i>Use appropriate presentation tool: legible handwriting or word processing (ES)</i> • <i>Write fluently and legibly in both manuscript and cursive handwriting (ES)</i> • Use word processor when appropriate to plan, draft, revise, edit, and publish • <i>Indent paragraphs appropriately (ES)</i> • Include graphics (diagrams, illustrations, photos, charts) as appropriate to enhance comprehension • Arrange print on the page to support the text's meaning and to help the reader notice important information • Share pieces of writing with appropriate audiences
<p>Attitude/Stamina</p>	<ul style="list-style-type: none"> • Not addressed through Alaska Grade Level Expectations 	<ul style="list-style-type: none"> • <i>Build stamina to write independently for 30 minutes through participation in the writing process (ES)</i> • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) or a range of content-specific tasks, purposes, and audiences • <i>Set quarterly personal goals for writing (ES)</i> • Select best pieces of writing from personal collection and give reasons for the selections • Self-evaluate own writing and be able to discuss strengths and techniques used

ELL support services may be found in the Appendix.

Grade 4

Overview: The fourth grade language arts curriculum is part of a developmental continuum that provides connected literacy experiences as an integral part of learning to communicate in a variety of ways. Students will experience a literate environment by engaging daily in speaking, listening, reading, and writing activities spanning all genres and curricular areas.

Readiness Standards: See *Essential Skills in Reading and Writing-Grade 3*, pgs. 11 & 12

Speaking and Listening

Note: Many objectives for reading and writing relate directly to the area of listening and speaking. Such objectives have been included in the Reading and Writing sections and have NOT been duplicated here. The following objectives focus on listening and speaking for oral communication (speaking) and aural understanding (listening) with others.
The state of Alaska has not developed Grade Level Expectations for Listening and Speaking.

Strand	FNSBSD Core Learner Objectives
	Using a gradual release of responsibility model, students will:
Comprehension and Collaboration	<ul style="list-style-type: none"> • Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with a variety of partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly) • Listen with attention and understanding to oral reading of stories, poems, and informational texts • Take notes from oral sources • Ask questions and paraphrase for clarification after listening to directions, stories, reports, and conversations • 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 • Follow agreed-upon rules for discussions and carry out assigned roles • 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 • Review the key ideas expressed and explain their own ideas and understanding in light of the discussion • Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally • Identify the reasons and evidence a speaker provides to support particular points • Evaluate whether a selection was intended to inform, persuade, or entertain

Presentation of Knowledge and Ideas	<ul style="list-style-type: none"> • 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 (appropriate enunciation, intonation, rate and volume) • Differentiate between contexts that call for standard English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion) • Answer questions completely • Build on the talk of others, making statements related to the speaker's topic, and responding to cues • Demonstrate effective eye contact and posture when speaking • Demonstrate awareness of and sensitivity to the use of language associated with references about immutable characteristics, for instance, race, skin color, gender, age, disability, culture, or sexual orientation, of a group or to a specific individual • Restate, understand, and follow three-step oral directions
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Reading		
Reading Foundation Skills	Alaska Grade Level Expectations (GLEs)	FNSBSD Core Learner Objectives (Grade level Essential Skills are labeled (ES) and are indicated in red in the online document) Using a gradual release of responsibility model, students will:
Word Study: Vocabulary and Word Recognition	<p>Strategies to decode or comprehend meaning of words in text by:</p> <ul style="list-style-type: none"> • [4] 2.1.1 Demonstrating knowledge of phonetics, word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar) • [4] 2.1.2 Determining the meaning of unfamiliar words using knowledge of word families, phonetics, context and visual cues, structural elements (contractions, compound words, root words, prefixes, suffixes, plurals) • [4] 2.1.4 Identifying relationships among words by categorizing (e.g., synonyms, antonyms, homophones, homographs) 	<p><i>Fourth Graders who lack the early literacy skills of phonics and phonemic awareness should receive immediate review and practice from this section in the lower grades.</i></p> <p><i>Phonics: instruction that teaches children relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language.</i></p> <p><i>Phonemic Awareness: the ability to hear, identify, and manipulate the individual sounds (phonemes) in spoken words.</i></p> <ul style="list-style-type: none"> • Notice and use new vocabulary learned by listening, reading, and discussing a variety of genres, and intentionally record and remember them to expand oral and written vocabulary • <i>Use various strategies to decode and learn words, including context clues, prefixes, suffixes, root words, contractions, glossaries, dictionaries, etc. (ES)</i> • Use words, sentences, and paragraphs as context clues to determine meanings of unknown key words, similes, metaphors, idioms, proverbs, clichés, and literary expressions

		<ul style="list-style-type: none"> • Understand the figurative use of words • Understand analogies • Use context to determine meanings of synonyms, antonyms, homonyms (e.g., through/threw, principal, principle) and multiple-meaning words (e.g., seal) • Derive the meaning of words that reflect regional or historical dialects as well as words from languages other than English
Fluency	<p>The student reads text aloud by:</p> <ul style="list-style-type: none"> • [4] 2.1.5 Self-monitoring and self-correcting while reading (e.g., sounding words out, adjusting reading pace, <u>rereading difficult or relevant material</u>) (L) • [4] 2.3.1 Reading orally with rhythm, flow, and expression, showing understanding of punctuation and other conventions of print*(L) 	<ul style="list-style-type: none"> • Read orally with rhythm, flow, volume, smoothness, and expression that reflects understanding comprehension • <i>Read grade level text at a fluency rate based on the district's currently adopted Reading Curriculum Based Measure (R-CBM) instrument (ES)</i> • <i>Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation while reading in a way that reflects understanding (ES)</i> • Read grade level text with an accuracy rate of 98-100%
Comprehension	<p>Intentional thinking during which meaning is constructed through interactions between text and reader:</p> <ul style="list-style-type: none"> • [4] 2.1.3 Obtaining information using text features including pictures, illustrations, text structure (e.g., bolded or italicized text, <u>graphs, charts, or headings</u>) • [4] 2.2.1 Locating information explicitly stated in narrative and informational text to answer literal-comprehension questions* • [4] 2.2.2 Self-monitoring comprehension by formulating questions while reading (e.g., <u>why is this character not telling the truth, why are bears with cubs especially dangerous</u>, what will happen next), or rereading (e.g., for clarification, confirmation, correction) (L) • [4] 2.2.3 Making simple inferences (e.g., predicts logical outcomes, <u>deduces missing information, such as where a story takes place if not directly stated</u>) • [4] 2.2.4 Drawing conclusions based on information presented in the text (e.g., cause and effect, character motivation)* • [4] 2.4.1 Retelling a story <u>in correct sequence or identifying the correct sequence of events in a story</u> (L) • [4] 2.4.2 Restating and <u>summarizing</u> information after reading a text or identifying accurate restatements <u>and summaries</u> • [4] 2.5.1 Identifying the main idea or central concept in various types of texts* 	<p>Before-reading strategies</p> <ul style="list-style-type: none"> • Set a purpose for reading • Make predictions based on text features (e.g., pictures, illustrations, text structure, sub-titles, graphs, charts, headings, etc.) • Compile background information for reading • Participate in group activities to determine text features (e.g., genre, vocabulary, experience, etc.) <p>During reading strategies</p> <ul style="list-style-type: none"> • Use a variety of reading strategies to unlock meaning of text (e.g., creating mental images, using background knowledge, asking questions, making inferences, determining the most important ideas or themes, synthesizing information, using 'fix-up' strategies) • Make 'text to text', 'text to self', and 'text to world' connections while reading • Use a system (e.g., yellow 'sticky' notes) to mark new vocabulary, key points, main idea, etc • Notice how the author or illustrator has used illustrations and other graphics to convey meaning or create mood • <i>Self-monitor for understanding (ES)</i>

	<ul style="list-style-type: none"> • [4] 2.5.2 Locating information in narrative and informational text to answer questions related to main ideas or key details • [4] 2.5.3 Identifying or describing related experiences to support understanding of a main idea (L) • [4] 2.6.1 Completing a simple task by following written, <u>multi-step</u> directions (e.g., recipe) 	<p>After reading strategies</p> <ul style="list-style-type: none"> • Distinguish fact from fiction and opinion • Make simple inferences • Read and follow multi-step directions • <i>Use text evidence to support predictions, opinion, and answers to comprehension questions (ES)</i> • <i>Apply a variety of comprehension skills, visualization, rereading for information, using context clues, asking questions, and making connections (ES)</i> • Integrate existing content knowledge with new information from a text to consciously create new understanding • Retell main idea of fiction story • Retell beginning /middle/end key point of fiction piece • Follow more than two written steps or directions to complete a task • By the end of the year, read and comprehend literature, such as stories, dramas, and poetry <p>Fiction</p> <ul style="list-style-type: none"> • Determine a theme of a story, drama, or poem from details in the text; summarize the text <p>Non-Fiction</p> <ul style="list-style-type: none"> • 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>Fiction and Non-Fiction</p> <ul style="list-style-type: none"> • <i>Locate key information in text (ES)</i> • Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from a text • Identify important ideas and information (longer texts with chapters and sometimes multiple texts) • Organize important information in summary form in order to remember and use them as background knowledge in reading or for discussion and writing • <i>Identify the main ideas or central concepts and supporting details in various texts (ES)</i>
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<p>Craft and Structure</p>	<p>The student analyzes content and structure of genres by:</p> <ul style="list-style-type: none"> • [4] 2.7.1 Identifying the four major genres of fiction: short story, drama (plays), novel, and poetry (L) • [4] 2.7.3 Identifying use of <u>literary elements and devices</u> (i.e., dialogues, rhyme, <u>alliteration</u>, or <u>simile</u>) 	<p>Fiction</p> <ul style="list-style-type: none"> • Understand and talk about the role of setting in realistic and historical fiction as well as fantasy • <i>Identify the main idea elements of a story including theme, conflict and resolution, character, plot, and setting (ES)</i> <p>Non-Fiction</p> <ul style="list-style-type: none"> • Use the structures of textbooks and other resources effectively <p>Fiction and Non-Fiction</p> <ul style="list-style-type: none"> • <i>Distinguish and choose a variety of genres (realistic and historical fiction, fantasy, myths and legends, biography, autobiography, memoir and diaries, and others) for different purposes (ES)</i> • Evaluate the quality of illustrations or graphics • <i>Determine author’s purpose (ES)</i>
<p>Integration of Knowledge and Ideas</p>	<p>The student analyzes content of text to differentiate fact and opinion by</p> <ul style="list-style-type: none"> • [4] 2.9.1 Distinguishing fact from opinion in a text <p>The student connects themes by:</p> <ul style="list-style-type: none"> • [4] 2.10.1 Identifying author’s message, theme, or purpose (e.g., helping others brings great rewards) • [4] 2.10.2 Identifying themes in texts and making relevant connections to [personal experiences, experiences of others or L] other texts <p>The student makes connections between cultural influences/events by</p> <ul style="list-style-type: none"> • [4] 2.11.1 Identifying cultural influences in texts (e.g., dialects, customs, traditions)* (L) • [4] 2.11.2 Identifying common ideas, events, and situations in multicultural readings (e.g., trickster tales about Raven) (L) 	<p>Fiction</p> <ul style="list-style-type: none"> • Infer the big ideas or themes of a text and discuss how they are applicable to people's lives today • Infer characters' feelings and motivations through reading their dialogue and what other characters say about them <p>Non-Fiction</p> <ul style="list-style-type: none"> • Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably <p>Fiction and Non-Fiction</p> <ul style="list-style-type: none"> • <i>Read and follow three-step directions (ES)</i> • Use knowledge from one text to help in understanding diverse cultures and settings encountered in new texts • Acquire new content and perspectives through reading both fiction and nonfiction texts about diverse cultures, times, and places • Hypothesize how characters could have behaved differently • <i>Use text features (illustrations, chapter titles, italicized words, graphics, etc.) to further understand information read (ES)</i> • <i>Identify cause/effect (ES)</i>
<p>Motivation, Engagement, and Stamina</p>	<ul style="list-style-type: none"> • Not addressed through Alaska Grade Level Expectations 	<ul style="list-style-type: none"> • Develop confidence in skills in order to take risks in reading • <i>Set personal reading goals (ES)</i> • Generate questions to investigate • <i>Participate in self-selected reading of appropriate level extending to 30 minutes (ES)</i>

Grade 4-Writing

Writing Strands	Alaska Grade Level Expectations (GLEs)	FNSBSD Core Learner Objectives (Grade level Essential Skills are labeled (ES) and are indicated in red in the online document) Using a gradual release of responsibility model, students will:
<p>Genres and Purposes</p> <p>6+1 Trait® Focus: Ideas Organization Voice Word Choice Sentence Fluency Conventions Presentation</p>	<p>The student writes about a topic by:</p> <ul style="list-style-type: none"> • [4] 2.1.1 Writing a paragraph <u>that maintains a focused idea and includes details that support the main idea</u> • [4] 2.1.2 Organizing ideas logically (L) • [4] 2.2.2 Writing in a variety of nonfiction forms using appropriate information and structure (i.e., personal letters, recounts, <u>descriptions or observations</u>) 	<ul style="list-style-type: none"> • Write opinion pieces on topics or texts, supporting a point of view with reasons and information • Write informative/explanatory texts to examine a topic and convey ideas and information clearly • Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences • Produce functional text (lists and procedures, newspaper articles, test writing, reader’s notebook) • Analyze and respond to a test writing prompt that addresses the purpose, genre, and audience • Write about reading or literature through extended response or short answer identifying the main idea of the piece read • Compose friendly and business letters using date, salutation, body, closing, signature, in correct form and voice; include formatting envelopes in correct form: return address, addressee address, location of stamp • Compose poetry using repetition, rhythm, similes, metaphors, and figurative language • <i>Recognize and produce the following genres: expository report, narrative, informative, letter writing (friendly and business-both letter and envelope), opinion, and poetry (ES)</i>
<p>Research to Build and Present Knowledge (Research Skills)</p> <p>6+1 Trait® Focus: Ideas Organization</p>	<p>The student documents sources by:</p> <ul style="list-style-type: none"> • [4] 2.5.1 <u>Giving credit for others' information by citing title and source (e.g., author, storyteller, translator, songwriter, or artist) (L)</u> 	<ul style="list-style-type: none"> • Conduct short research projects that build knowledge through investigation of different aspects of a topic • Recall relevant information from experiences or gather relevant information from print and digital sources <ul style="list-style-type: none"> ✓ take notes and categorize information ✓ provide a list of at least 3 sources • <i>Use a variety of source materials (dictionary, thesaurus, and reference texts such as encyclopedias, Internet, magazine, etc.) to improve or support writing (ES)</i>

<p>Production and Distribution of Writing (Writing Process)</p> <p>6+1 Trait® Focus: Ideas Organization Voice Word Choice Sentence Fluency Conventions Presentation</p>	<p>The student drafts writing by:</p> <ul style="list-style-type: none"> • [4] 2.2.1 Writing an understandable story that incorporates setting, character, problem and solution • [4] 2.2.2 Writing in a variety of nonfiction forms using appropriate information and structure (i.e., personal letter, recounts, descriptions, or observations) • [4] 2.2.3 Using expressive language when responding to literature or producing text (e.g., <u>writer's notebook, memoirs, poetry, plays or lyrics</u>) (L) • [4] 2.4.2 Giving/receiving appropriate feedback <u>and using established criteria to review own and others' written work</u> (e.g., <u>peer conferences, checklists, scoring guides, or rubrics</u>) (L) • [4] 2.4.1 Rearranging and/or adding details to <u>improve focus and to support main ideas</u> 	<p>Writing Process <i>Embedded in the teaching of writing is the use of the writing process and 6+1 Traits® analysis. Students will use the 6+1 Trait® Writing framework as developmentally appropriate, which includes: Ideas, Organization, Voice, Word Choice, Sentence Fluency, and Conventions. (ES)</i></p> <ul style="list-style-type: none"> • Prewrite: Gather ideas and organize <ul style="list-style-type: none"> ✓ <i>Generate ideas for writing using Thinking Maps® or other resources (ES)</i> ✓ Participate in a variety of pre-write activities such as: brainstorming, collecting, drama, creating diagrams, content vocabulary lists, media viewing, experiments, note taking, and outlining ✓ Write with a specific reader or audience in mind ✓ See <i>Genres and Purposes, Research Skills</i> • Draft: Composition and fluency <ul style="list-style-type: none"> ✓ <i>Write 3 complete paragraphs with a topic sentence, 3 supporting details, and a summative conclusion (ES)</i> ✓ Write for a specific purpose: to inform, entertain, persuade, reflect, instruct, retell, maintain relationships, plan ✓ Understand how the purpose of the writing influences the selection of the genre ✓ Understand audience as all readers rather than just self or the teacher ✓ See <i>Genres and Purposes; Attitude/Stamina; Conventions of Standard English; Word Study: Phonics, Spelling, Vocabulary</i> • Revise: Change content for clarity and originality <ul style="list-style-type: none"> ✓ Read own writing ✓ Provide positive and constructive feedback responses to peers ✓ Respond to questions and suggestions from peers ✓ Add details, delete, and/or rearrange writing as needed ✓ <i>Use a revising and editing checklist to improve own writing (ES)</i> ✓ Use a thesaurus • Edit: Correct mechanics, spelling, and format <ul style="list-style-type: none"> ✓ Understand that the writer shows respect for the reader by applying what is known about conventions ✓ <i>Edit and proofread own writing using editing marks (ES)</i> ✓ See <i>Conventions of Standard English</i> • Publish: Share work with an audience <ul style="list-style-type: none"> ✓ Understand the purpose of publishing is to share information or ideas ✓ Publish a minimum of one piece of writing per quarter
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<p>Conventions of Standard English</p> <p>6+1 Trait® Focus: Conventions Sentence Fluency</p>	<p>The student writes and edits using conventions of Standard English by:</p> <ul style="list-style-type: none"> • [4] 2.3.1 Writing a variety of simple <u>and complex sentences including the conjunctions <i>and, or, but, or because</i></u> • [4] 2.3.3 Identifying and/or correcting mistakes in: punctuation (i.e., end of sentences, <u>commas in dates, salutations and closings in letters, and commas in series</u>) and capitalization (i.e., <u>book titles</u>, beginning of sentences, and proper nouns) • [4] 2.3.4 Identifying and/or correcting usage mistakes in subject/verb agreement (L) 	<p>✓ <i>See Presentation</i></p> <ul style="list-style-type: none"> • <i>Correctly use capital letters, proper nouns, beginning of sentences, and person pronouns (ES)</i> • Edit own writing during and after composing • <i>Use subject/verb agreement, appropriate tenses, and noun/pronoun agreement (ES)</i> • Write from different points of view (e.g., first person, third person narrator) • Sustain appropriate language and tone throughout written piece (e.g., formal language in a business letter) • Correctly use a range of sentence types: declarative, expository, interrogative, exclamatory • <i>Write in 1st/3rd person (ES)</i> • Correctly use parts of speech in writing: noun, verb, adjective, adverb • Determine where new paragraphs should begin • Correctly use conjunctions to create complex sentences (e.g., and, but, or) • <i>Punctuate simple sentences correctly using commas, periods, semi-colons, question marks, and exclamation points (ES)</i> • <i>Use apostrophes for possessives and contractions (ES)</i> • Capitalize and underline book titles
<p>Word Study: Spelling and Vocabulary</p> <p>6+1 Trait® Focus: Word Choice Conventions</p>	<ul style="list-style-type: none"> • [4] 2.3.2 Identifying and/or correcting mistakes in spelling (e.g., grade-appropriate, high frequency words <u>and contractions</u>) (L) • [4] 2.6.1 Looking up spelling or definitions of words in dictionaries (L) • [4] 2.6.2 Using a thesaurus to find synonyms for common words (L) 	<ul style="list-style-type: none"> • Spelling <ul style="list-style-type: none"> ✓ <i>Spell 4th grade No Excuse Spelling Words correctly (ES)</i> (see pg. 84) ✓ Spell words with roots, inflectional endings, prefixes, and suffixes (e.g., faster, disapprove, celebration) ✓ Compose words using knowledge of word families, patterns, syllabication, and common letter combinations ✓ Spell highly frequent, but often irregularly spelled words ✓ Learn to 'cross check' meaning with word pattern knowledge (homophone word check: their, they're, there) ✓ Develop a visual checking sense while spelling ✓ Alphabetize to the 4th letter • Vocabulary <ul style="list-style-type: none"> ✓ Participate in the development of class word banks, lists, and labels

		<ul style="list-style-type: none"> ✓ Choose appropriate words to create atmosphere and mood in writing ✓ Vary vocabulary for interest ✓ <i>Use adverbs and adjectives to explain or describe as well as enhance meaning (ES)</i> ✓ <i>Identify and use similes, metaphors, antonyms, synonyms, and homophones (ES)</i>
<p>Presentation</p> <p>6+1 Trait® Focus: Presentation</p>	<ul style="list-style-type: none"> • Not addressed through Alaska Grade Level Expectations 	<ul style="list-style-type: none"> • Use technology 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 • <i>Write legibly using upper and lower case cursive and manuscript letters with proper form, proportions, and spacing (ES)</i> • <i>Use a word processor to produce at least 2 different pieces of writing, one of which will incorporate the use of clip art, graphics, etc. that enhance the topic (ES)</i> • Increase fluency with cursive handwriting • Present writing in published form to varied and targeted audiences via: bulletin boards, books, media presentations, creative arts, newsletters, Reader's Theater, etc.
<p>Attitude/Stamina</p>	<ul style="list-style-type: none"> • Not addressed through Alaska Grade Level Expectations 	<ul style="list-style-type: none"> • <i>Build stamina to write independently for 30 minutes through participation in the writing process (ES)</i> • 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 • Be willing to take risks and persevere with writing tasks • Set one personal goal per quarter for writing development with teacher support • <i>Have the guided opportunity to select topics that are personally significant (ES)</i>

ELL support services may be found in the Appendix on page A-10/11

Grade 5

Overview: The fifth grade language arts curriculum is part of a developmental continuum that provides connected literacy experiences as an integral part of learning to communicate in a variety of ways. Students will experience a literate environment by engaging daily in speaking, listening, reading, and writing activities spanning all genres and curricular areas.

Readiness Standards: See *Essential Skills in Reading and Writing-Grade 4*, pgs. 13 & 14

Speaking and Listening

Note: Many objectives for reading and writing relate directly to the area of listening and speaking. Such objectives have been included in the Reading and Writing sections and have NOT been duplicated here. The following objectives focus on listening and speaking for oral communication (speaking) and aural understanding (listening) with others.
The state of Alaska has not developed Grade Level Expectations for Listening and Speaking.

Strand	FNSBSD Core Learner Objectives
Using a gradual release of responsibility model, students will:	
Comprehension and Collaboration	<ul style="list-style-type: none"> • Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with a variety of partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly: <ul style="list-style-type: none"> ✓ Come to discussions prepared, having read or studied required material; explicitly drawing on that preparation and other information known about the topic to explore ideas under discussion ✓ Follow rules for age-appropriate discussions, set specific goals and deadlines, and define individual roles as needed ✓ Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others ✓ Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions • Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally • Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence • Evaluate whether a selection was intended to inform, persuade, or entertain
Presentation of Knowledge and Ideas	<ul style="list-style-type: none"> • 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 • Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation • Restate, understand and follow three-step oral directions • Demonstrate awareness of and sensitivity to the use of language associated with references about immutable characteristics, for instance, race, skin color, gender, age, disability, culture, or sexual orientation, of a group or to a specific individual • Restate, understand, and follow three-step oral directions

Reading

Reading Foundation Skills	Alaska Grade Level Expectations (GLEs)	FNSBSD Core Learner Objectives (Grade level Essential Skills are labeled (ES) and are indicated in red in the online document) Using a gradual release of responsibility model, students will:
<p>Word Study: Vocabulary and Word Recognition</p>	<p>The student uses strategies to decode or comprehend meaning of words in text by:</p> <ul style="list-style-type: none"> • [5] 2.1.1 Demonstrating knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar) • [5] 2.1.2 Determining the meaning of unfamiliar words using knowledge of word families, phonetics, context and visual cues, structural elements (contractions, compound words, root words, prefixes, suffixes, plurals)* • [5] 2.1.4 Identifying relationships among words by categorizing (e.g., synonyms, antonyms, homophones, homographs) <u>and</u> <u>identifying shades of meaning (e.g., hot, warm) (L)</u> 	<p><i>Fifth graders who lack the early literacy skills of phonics and phonemic awareness should receive immediate review and practice.</i></p> <p><i>Phonics: instruction that teaches children the relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language.</i></p> <p><i>Phonemic Awareness: the ability to hear, identify, and manipulate the individual sounds-phonemes in spoken words.</i></p> <ul style="list-style-type: none"> • <i>Know and apply a variety of strategies to decode and learn new words (ES)</i> • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context <p>Word Recognition</p> <ul style="list-style-type: none"> • Add new vocabulary learned by listening, reading, to known words and use them when discussing a variety of genres and in writing • Learn the meaning and properly use a variety of grade level words (e.g., words from literature, social studies, science, math) • <i>Develop fluency with multiple meaning words and words that can be used in multiple contexts (ES)</i> • Use multiple resources to learn new words by relating them to known words and/or concepts • Use multiple resources to determine the meanings of unknown words (e.g., dictionaries, glossaries, thesauruses) • Determine the meanings between related words and concepts (e.g. ambassador: official, representative) • Use structural analysis and context clues to determine meanings of words

		<ul style="list-style-type: none"> • Identify meanings of words using roots and affixes • Use words, sentences, and paragraphs as context clues to determine meaning of unknown key words, similes, metaphors, idioms, proverbs, and clichés • Use context to determine meanings of synonyms, antonyms, homonyms (e.g., your/you're) and multiple-meaning words (e.g., beat)
Fluency	<ul style="list-style-type: none"> • [5] 2.1.5 Self-monitoring and self-correcting while reading (e.g., sounding words out, adjusting reading pace, rereading difficult or relevant material)*(L) <p>The student reads text aloud by:</p> <ul style="list-style-type: none"> • [5] 2.3.1 Reading orally with rhythm, flow and expression, showing understanding of punctuation and other conventions of print*(L) 	<ul style="list-style-type: none"> • Read grade level text, aloud and silently with appropriate speed and accuracy to support comprehension • <i>Read grade level text at a fluency rate based on the district's currently adopted Reading Curriculum Based Measure (R-CBM) instrument (ES)</i> • Read grade level text with an accuracy rate of 98-100% • <i>Read grade level text in meaningful phrases using intonation, expression, and punctuation cues (ES)</i> • Read grade level words with automaticity • Use context to confirm or self-correct word recognition and understanding, rereading as necessary
Comprehension	<p>The student uses strategies to decode or comprehend meaning of words in text by:</p> <ul style="list-style-type: none"> • [5] 2.1.3 Obtaining information using text features including pictures, illustrations, text structure (e.g., bolded or italicized text, graphs, charts, or headings)* <p>The student comprehends literal or inferred meaning from text by:</p> <ul style="list-style-type: none"> • [5] 2.2.1 Locating information explicitly stated in narrative and informational text to answer literal comprehension questions* • [5] 2.2.2 Self-monitoring comprehension by formulating questions while reading (e.g., <u>why do characters react to the same situation differently</u>) or rereading (e.g., for clarification, confirmation, correction)*(L) • [5] 2.2.3 Making inferences (e.g., predicts logical outcomes, <u>such as how would the story have been different if _____</u>, deduces missing <u>outcome or</u> information, such as where a story takes place, if not directly stated) • [5] 2.2.4 Drawing conclusions based on information presented explicitly in the text (e.g., cause and effect, character motivation)* <p>The student restates/summarizes information by</p>	<p>Before-Reading Strategies</p> <ul style="list-style-type: none"> • Set own purposes for reading • <i>Use prior knowledge, illustrations, title, topic sentences, headings, and subheadings to make predictions (ES)</i> • Build background knowledge <p>During-Reading Strategies</p> <ul style="list-style-type: none"> • <i>Create mental images to aid comprehension (ES)</i> • <i>Use background and prior knowledge to make connections with the text (e.g., text to text, text to self, and text to world) and enhance understanding (ES)</i> • <i>Generate questions before, during and after reading to clarify meaning, focus attention to important details, and answer questions about the text (ES)</i> • Identify the main ideas, themes and author's purpose • Synthesize (gather, analyze and evaluate) the information in the text to grasp the overall meaning • <i>Monitor comprehension and use fix-up strategies (e.g., reread, ask questions, use a dictionary, skip ahead) to increase understanding (ES)</i>

	<ul style="list-style-type: none"> • [5] 2.4.1 Restating and summarizing <u>main ideas or events in correct sequence</u> after reading a text (e.g., <u>paraphrasing, constructing a topic outline, using graphic organizers</u>) or <u>identifying accurate restatements and summaries of main ideas or events or generalizations of a text</u> <p>The student demonstrates an understanding of main idea by</p> <ul style="list-style-type: none"> • [5] 2.5.1 Identifying the main idea or central concept in various types of texts* • [5] 2.5.2 Locating information in narrative and informational text to answer questions related to main ideas or key details* • [5] 2.5.3 Identifying or describing related experiences <u>and events</u> to support understanding of a main idea (e.g., <u>what event in history is similar to this one</u>) (L) <p>The student follows written directions by</p> <ul style="list-style-type: none"> • [5] 2.6.1 Completing a task by following written, multi-step directions (e.g., <u>origami</u>) (L) • [5] 2.6.2 Identifying the sequence of steps in multi-step directions* <p>The student analyzes content of text to differentiate fact and opinion by</p> <ul style="list-style-type: none"> • [5] 2.9.1 Distinguishing fact from opinion in a text* • [5] 2.9.2 Expressing own opinion about material read and supporting opinions with evidence from text* <p>The student connects themes by</p> <ul style="list-style-type: none"> • [5] 2.10.1 Identifying author’s message, theme, or purpose, <u>stated or implied</u> (e.g., <u>helping others brings great rewards</u>) • [5] 2.10.2 Identifying themes in texts and making relevant connections to [personal experiences, experiences of others or L] other texts* 	<ul style="list-style-type: none"> • <i>Restate and summarize the main ideas or events in correct sequence after reading a text (ES)</i> • Recognize and understand analogies, similes, and metaphors • Recognize relationships of characters, events, and themes to determine main idea • Begin to recognize persuasion, bias, and prejudice • <i>Use prior knowledge, illustrations, graphs, title, topic sentences, headings, and subheading to make and confirm predictions and gather information (ES)</i> <p>After-Reading Strategies</p> <ul style="list-style-type: none"> • <i>Use information in narrative and informational text to answer questions and evaluate author’s purpose (ES)</i> • <i>Follow multi-step directions to complete a task (ES)</i> <p>Fiction</p> <ul style="list-style-type: none"> • <i>Distinguish fact from opinion in a text (ES)</i> • Form and express own opinion about material read and support the opinion with evidence from the text • <i>Draw inferences and accurately refer to the text to support inference (ES)</i> • 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 • 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>Non-Fiction</p> <ul style="list-style-type: none"> • Determine two or more main ideas of a text and explain how they are supported by key details • 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>Craft and Structure</p>	<p>The student analyzes content and structure of genres by</p> <ul style="list-style-type: none"> • [5] 2.7.1 Identifying <u>or explaining the characteristics</u> of the four major genres of fiction: short story, drama, novel, and poetry (L) • [5] 2.7.2 Identifying or explaining the characteristics of fiction and non-fiction* 	<p>Fiction</p> <ul style="list-style-type: none"> • <i>Recognize and explain the characteristics of a variety of genres (e.g., short story drama, novel, prose, poetry, and informational text) (ES)</i> • <i>Recognize and use a variety of literary elements and devices, (e.g., metaphors, similes, alliteration, dialogue, personification) (ES)</i>

	<ul style="list-style-type: none"> • [5] 2.7.3 Identifying or explaining use of literary elements and devices (i.e., dialogue, rhyme, alliteration, simile, or <u>metaphor</u>) • [5] 2.7.4 Identifying the characteristics of prose and poetry (L) <p>The student analyzes literary elements and devices by</p> <ul style="list-style-type: none"> • [5] 2.8.1 Identifying or describing in fiction <ul style="list-style-type: none"> • plot (e.g., main conflict or problem, sequence of events, <u>resolution</u>) • settings (e.g., how they affect the characters or plot) • characters (e.g., physical characteristics, personality traits, motivation) • <u>point of view (who is telling the story)</u> • [5] 2.8.2 Comparing and contrasting plot, setting and characters in different stories across a variety of works by a variety of authors* 	<ul style="list-style-type: none"> • Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem • Analyze story elements of character, setting and plot (ES) • Apply cause and effect relationship to analyze text selection (ES) • Evaluate characters, authors, and books • Compare and contrast elements of different genres: fairy tales, poems, realistic fiction, fantasy, fables, folk tales, tall tales, biographies, historical fiction, science fiction, mystery • Compare and contrast the setting, characters, or events in different stories, drawing on specific details in the text (e.g., how characters interact) • Describe how a narrator’s or speaker’s point of view influences how events are described <p>Non-Fiction</p> <ul style="list-style-type: none"> • Determine the meaning of content-specific words and phrases in a text • 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 • Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent
<p>Integration of Knowledge and Ideas</p>	<p>The student analyzes content of text to differentiate fact and opinion by:</p> <ul style="list-style-type: none"> • [5] 2.9.1 Distinguishing fact from opinion in a text* <p>The student connects themes by:</p> <ul style="list-style-type: none"> • [5] 2.10.1 Identifying author’s message, theme, or purpose, <u>stated or implied</u> (e.g., helping others brings great rewards) <p>The student makes connections between cultural influences/events by:</p> <ul style="list-style-type: none"> • [5] 2.11.1 Identifying cultural influences in texts (e.g., dialects, customs, traditions, <u>geography</u>) (L) • [5] 2.11.2 Identifying common ideas, events, and situations in multicultural readings (e.g., trickster tales about [African] Anansi the Spider and [American Southwest] Coyote)*(L) 	<p>Fiction</p> <ul style="list-style-type: none"> • 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) • Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics • Identify cultural influences, common ideas, events, and situations in text and multicultural readings <p>Non-Fiction</p> <ul style="list-style-type: none"> • 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 • Use text features to aid comprehension: headings, captions, vocabulary words, build words, etc.

		<ul style="list-style-type: none"> • Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s) • Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably
Motivation, Engagement, and Stamina	<ul style="list-style-type: none"> • Not addressed through Alaska Grade Level Expectations 	<ul style="list-style-type: none"> • Select and read materials for pleasure and interest • Develop favorite authors, books, and topics • Relate past experiences and present knowledge to literature • Discuss reading with others • Read and listen to a variety of genres • <i>Set and revise personal reading goals (ES)</i> • <i>Participate in self-selected reading of appropriate level extending to 30 minutes (ES)</i>

Grade 5-Writing

Writing Strands	Alaska Grade Level Expectations (GLEs)	FNSBSD Core Learner Objectives (Grade level Essential Skills are labeled (ES) and are indicated in red in the online document) Using a gradual release of responsibility model, students will:
Genres and Purposes 6+1 Trait® Focus: Ideas Organization Voice Word Choice Sentence Fluency Conventions Presentation	<p>The student writes about a topic by:</p> <ul style="list-style-type: none"> • [5] 2.1.1 Writing <u>more than one paragraph stating</u> and maintaining a focused idea and including details that support the main idea <u>of each paragraph</u> • [5] 2.1.2 Using paragraph form: indents or uses paragraph breaks (L) • [5] 2.1.3 Organizing ideas logically <u>to establish clear relationships within and between paragraphs (e.g., using transition words or phrases that reveal order or chronology)</u> (L) • [5] 2.1.4 Writing a concluding statement <p>The student writes for a variety of purposes and audiences by:</p> <ul style="list-style-type: none"> • [5] 2.2.1 Writing an understandable story that incorporates setting, character, and <u>basic plot</u> • [5] 2.2.2 Writing in a variety of nonfiction forms using appropriate information and structure (e.g., <u>step-by-step directions</u>, descriptions, observations, <u>or report writing</u>) 	<ul style="list-style-type: none"> • Write opinion/persuasive pieces supporting a point of view with reasons and information • Write informative/explanatory pieces to examine a topic or convey ideas and information clearly (e.g., book reports, cause and effect reports, compare and contrast essays, observational/research reports, content area reports, biographies, historical fiction, summaries) • Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences • Produce personal writing (e.g., journals, personal experiences, eyewitness accounts, memoirs, literature responses) • Produce functional texts (e.g., newspaper and newsletter articles, e-mails, simple PowerPoint presentations, memos, agendas, bulletins, web pages)

	<ul style="list-style-type: none"> • [5] 2.2.3 Using expressive language when responding to literature or producing text (e.g., writer’s notebook, memoirs, poetry, plays or lyrics)*(L) 	<ul style="list-style-type: none"> • Write poems using a variety of techniques/devices to express feelings, sensory images, ideas, or stories • Write friendly and business letters using date, addresses, salutation, body, closing, signature • Write to address an envelope • Analyze and respond to a test writing prompt that addresses the purpose, genre, and audience • <i>Produce the following genres: narrative, informative, letter writing, opinion, and poetry (ES)</i>
<p>Research to Build and Present Knowledge (Research Skills)</p> <p>6+1 Trait® Focus: Ideas Organization</p>	<p>The student demonstrates an understanding of main idea by:</p> <ul style="list-style-type: none"> • [5] 2.5.1 Identifying the main idea or central concept in various types of texts * (print media) 	<ul style="list-style-type: none"> • Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic • 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 • <i>Give credit to others’ ideas, images, and information by using the correct format to cite sources (ES)</i>
<p>Production and Distribution of Writing (Writing Process)</p> <p>6+1 Trait® Focus: Ideas Organization Voice Word Choice Sentence Fluency Conventions Presentations</p>	<p>The student revises writing by:</p> <ul style="list-style-type: none"> • [5] 2.4.1 Rearranging and/or adding details to improve focus, to support main ideas, to clarify topic sentence, and <u>to make sequence clear</u> • [5] 2.4.2 Giving/receiving appropriate feedback and using established criteria to review own and others’ written work (e.g., peer conferences, checklists, scoring guides, or rubrics)*(L) • [5] 2.6.3 Writing with a word processor (L) 	<p>Writing Process <i>Embedded in the teaching of writing is the use of the writing process and 6+1 Traits® analysis. Students will use the 6+1 Trait® Writing framework as developmentally appropriate, which includes: Ideas, Organization, Voice, Word Choice, Sentence Fluency, and Conventions. (ES)</i></p> <ul style="list-style-type: none"> • Prewrite: Gather ideas and organize <ul style="list-style-type: none"> ✓ Use Thinking Maps® or other resources to generate ideas ✓ Develop a personal list of writing topics ✓ Select and narrow a topic from generated ideas ✓ Use a teacher or student generated rubric to guide writing ✓ See <i>Genres and Purposes</i> • Draft: Composition and fluency <ul style="list-style-type: none"> ✓ <i>Write a five-paragraph essay that includes topic sentences, supporting details, and a conclusion (ES)</i> ✓ <i>Use basic sentence structure and vary sentence beginnings and length (ES)</i> ✓ <i>Develop paragraphs that are logically organized and includes a topic sentence, supporting details, and a conclusion (ES)</i> ✓ Draft ideas in an organized manner (e.g., beginning, middle, end; main idea; details; characterization; setting; plot) ✓ Use dialogue and descriptive writing to develop experiences and events

		<ul style="list-style-type: none"> ✓ Use a variety of transition words ✓ Use strong verbs and precise and vivid language to convey meaning ✓ <i>Develop personal voice/style to fit the purpose and audience (ES)</i> ✓ Identify and use effective leads and strong endings ✓ Write for a specific purpose: to inform, entertain, persuade, reflect, instruct, retell, or plan ✓ See <i>Genres and Purposes; Attitude/Stamina; Conventions of Standard English; Word Study-Phonics, Spelling, Vocabulary</i> • Revise: Change content for clarity and originality <ul style="list-style-type: none"> ✓ Revise to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences ✓ Enhance fluency by using transitional words and phrases to connect ideas ✓ Vary vocabulary usage to improve context of writing (e.g., use a thesaurus) ✓ Use a variety of complete sentences and paragraphs to build ideas ✓ Consider suggestions of others, revise and refine own writing • Edit: Correct mechanics, spelling, and format <ul style="list-style-type: none"> ✓ <i>Edit/proofread own and peer writing (ES)</i> ✓ <i>Edit for capitalization, punctuation, spelling and grammar, and make appropriate changes (ES)</i> ✓ <i>Use a revising and editing checklist to edit all work (ES)</i> ✓ Use a dictionary to check spelling and meaning ✓ Use spell check and grammar check on the computer, monitoring changes carefully ✓ See <i>Conventions of Standard English</i> • Publish: Share work with an audience <ul style="list-style-type: none"> ✓ See <i>Presentation</i> ✓ Publish a minimum of 1 piece per quarter
<p>Conventions of Standard English</p> <p>6+1 Trait® Focus: Conventions</p>	<p>The student writes and edits using conventions of Standard English by:</p> <ul style="list-style-type: none"> • [5] 2.3.1 <u>Varying the beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning of writing (L)</u> • [5] 2.3.3 Identifying and/or correcting mistakes in punctuation (e.g., quotation marks for dialogue, commas in dates, salutations, 	<ul style="list-style-type: none"> • <i>Accurately use ending punctuation (periods, question marks, and exclamation marks), apostrophes, commas, and quotation marks for dialogue, and paragraphing (ES)</i> • <i>Use consistent tense (past, present, future, present perfect, past perfect) (ES)</i>

	and closings in letters, and commas in a series) and capitalization*	<ul style="list-style-type: none"> • <i>Use appropriate subject/verb agreement (ES)</i> • <i>Identify and incorporate the eight parts of speech in their writing (ES)</i>
<p>Word Study: Spelling and Vocabulary</p> <p>6+1 Trait® Focus: Word Choice Convention</p>	<p>Student writes and edits using conventions of Standards English by:</p> <ul style="list-style-type: none"> • [5] 2.3.2 Identifying and/or correcting mistakes in spelling (e.g., grade-appropriate, high- frequency words, <u>homophones</u>, and contractions) <p>The student uses resources by:</p> <ul style="list-style-type: none"> • [5] 2.6.1 Looking up spelling or definitions of words in dictionaries <u>or correcting misspellings using software programs</u> (L) • [5] 2.6.2 Using a thesaurus to find synonyms for common words*(L) 	<ul style="list-style-type: none"> • Spelling: <ul style="list-style-type: none"> ✓ <i>Spell 5th Grade No Excuse Spelling Words correctly (ES)</i> (see pg. 84) ✓ Apply correct spelling to commonly misspelled words ✓ Spell homonyms correctly according to usage ✓ Alphabetize to the fifth letter • Vocabulary: <ul style="list-style-type: none"> ✓ Use a thesaurus to identify alternative word choices and meanings ✓ Use transition words to show time flow ✓ <i>Use antonyms, synonyms, and homophones (ES)</i> ✓ Use superlatives, comparatives, and possessives of increasing complexity ✓ Apply knowledge of word etymology (root words, origins, suffixes, prefixes)
<p>Presentation</p> <p>6+1 Trait® Focus: Presentation</p>	<p>The student uses resources by:</p> <ul style="list-style-type: none"> • [5] 2.6.3 Writing with a word processor (L) 	<ul style="list-style-type: none"> • Write using upper- and lower-case cursive letters using proper form, proportions, and spacing • Increase fluency with cursive handwriting • <i>Produce legible documents with manuscript or cursive handwriting, with emphasis on cursive (ES)</i> • <i>Use technology for publishing that includes the use of pictures, graphs, etc. that enhance the topic (ES)</i> • Use a word processor to produce and publish a piece of writing
<p>Attitude/Stamina</p>	<ul style="list-style-type: none"> • Not addressed through Alaska Grade Level Expectations 	<ul style="list-style-type: none"> • 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 content-specific tasks, purposes, and audiences • <i>Choose topics that are personally significant (ES)</i> • Write to a prompt • Set quarterly personal goals for writing • <i>Build stamina to write independently for 30–45 minutes through participation in the writing process (ES)</i>

ELL support services may be found in the Appendix.

No Excuse Spelling Words

No Excuse Spelling Words are those words that students are expected to master in all aspects of their everyday writing at each grade level. All prior lists should be practiced at subsequent grade levels. These word lists are intended to be only one component of a comprehensive Word Study Program.

These grade level No Excuse Spelling Words were derived from Rebecca Sitton's *1200 High-Frequency Writing Words*; words that appear in 89% of everyday writing.

Grade 1		Grade 2		Grade 3		Grade 4		Grade 5	
a	I	all	men	about	people	after	much	also	line
and	in	are	my	an	said	air	new	again	must
as	is	but	one	been	set	back	off	almost	number
at	it	by	or	boy	some	called	old	another	part
be	no	come	see	could	than	down	only	any	place
big	not	day	she	each	them	find	our	around	put
can	of	do	so	first	then	get	over	away	right
did	on	end	tell	her	there	give	say	because	same
for	the	from	they	him	these	good	small	between	saw
go	to	has	that	how	time	here	take	came	should
had	up	have	this	into	two	home	their	different	side
he	you	if	was	it's	were	just	too	does	still
his		like	with	life	what	know	took	even	such
		look	us	make	when	land	use	every	think
		man	we	many	which	last	very	feet	three
		me	will	more	who	little	water	found	through
				now	would	long	way	girl	well
				other	yes	made	where	great	went
				out	your	may	words	help	why
						most	write	its	work

Instant Recognition Words

These word lists were derived from the Fry *High Frequency Word Lists* and are designed to be one component of your instructional practices. They can be used as an assessment tool to inform and guide your teaching. Mastery of these words contributes to your students' reading success by improving fluency and comprehension. Instant Recognition Words are words that students can read within 3 seconds by the completion of the grade level.

K Minimum of 15 words	1st Grade Instant Recognition Words 150 words (includes 25 Kindergarten I.R.W.)					
the	the	in	use	two	part	say
I	I	that	an	more	over	great
a	a	he	each	write	new	where
of	of	are	which	number	sound	help
my	my	as	how	no	take only	through
me	me	with	their	way	little	much
by	by	his	if	could	work	before
to	to	they	will	people	know	line
go	go	at	up	than	place	right
like	like	be	other	first	years	too
you	you	this	about	water	live	means
have	have	from	out	been	back	old
we	we	or	many	called	give	any
on	on	one	then	who	most	same
do	do	had	them	oil	very	tell
see	see	words	these	sit	after	boy
look	look	but	so	now	things	follow
for	for	not	some	find	our	came
was	was	what	her	long	just	want
all	all	were	would	down	name	show
it	it	when	make	day	good	also
is	is	your	him	did	sentence	around
and	and	said	into	get	man	form
can	can	there	time	made	think	three
come	come	she	has	may		small

2nd Grade Instant Recognition Words

300 Words (includes 150 1st grade I.R.W.)

the	in	use	two	part	say	set	try	high	saw	important	miss
I	that	an	more	over	great	put	kind	every	left	until	idea
a	he	each	write	new	where	end	hand	near	don't	children	enough
of	are	which	number	sound	help	does	picture	add	few	side	eat
my	as	how	no	take only	through	another	again	food	while	feet	face
me	with	their	way	little	much	well	change	between	along	car	watch
by	his	if	could	work	before	large	off	own	might	mile	far
to	they	will	people	know	line	must	play	below	close	night	Indian
go	at	up	than	place	right	big	spell	country	something	walk	real
like	be	other	first	years	too	even	air	plant	seem	white	almost
you	this	about	water	live	means	such	away	last	next	sea	let
have	from	out	been	back	old	because	animal	school	hard	began	above
we	or	many	called	give	any	turn	house	father	open	grow	girl
on	one	then	who	most	same	here	point	keep	example	took	sometimes
do	had	them	oil	very	tell	why	page	tree	begin	river	mountains
see	words	these	sit	after	boy	ask	letter	never	life	four	cut
look	but	so	now	things	follow	went	mother	start	always	carry	young
for	not	some	find	our	came	men	answer	city	those	state	talk
was	what	her	long	just	want	read	found	earth	both	once	soon
all	were	would	down	name	show	need	study	eyes	paper	book	list
it	when	make	day	good	also	land	still	light	together	hear	song
is	your	him	did	sentence	around	different	learn	thought	got	stop	being
and	said	into	get	man	form	home	should	head	group	without	leave
can	there	time	made	think	three	us	America	under	often	second	family
come	she	has	may		small	move	world	story	run	late	it's

3rd Grade Instant Recognition Words

500 Words (includes 300 2nd grade I.R.W.)

the	in	use	two	part	say	set	try	high	saw	important	miss
I	that	an	more	over	great	put	kind	every	left	until	idea
a	he	each	write	new	where	end	hand	near	don't	children	enough
of	are	which	number	sound	help	does	picture	add	few	side	eat
my	as	how	no	take	through	another	again	food	while	feet	face
me	with	their	way	only	much	well	change	between	along	car	watch
by	his	if	could	little	before	large	off	own	might	mile	far
to	they	will	people	work	line	must	play	below	close	night	Indian
go	at	up	than	know	right	big	spell	country	something	walk	real
like	be	other	first	place	too	even	air	plant	seem	white	almost
you	this	about	water	years	means	such	away	last	next	sea	let
have	from	out	been	live	old	because	animal	school	hard	began	above
we	or	many	called	back	any	turn	house	father	open	grow	girl
on	one	then	who	give	same	here	point	keep	example	took	sometimes
do	had	them	oil	most	tell	why	page	tree	begin	river	mountains
see	words	these	sit	very	boy	ask	letter	never	life	four	cut
look	but	so	now	after	follow	went	mother	start	always	carry	young
for	not	some	find	things	came	men	answer	city	those	state	talk
was	what	her	long	our	want	read	found	earth	both	once	soon
all	were	would	down	just	show	need	study	eyes	paper	book	list
it	when	make	day	name	also	land	still	light	together	hear	song
is	your	him	did	good	around	different	learn	thought	got	stop	being
and	said	into	get	sentence	form	home	should	head	group	without	leave
can	there	time	made	man	three	us	America	under	often	second	family
come	she	has	may	think	small	move	world	story	run	late	it's

3rd Grade Instant Recognition Words

500 Words (includes 300 2nd grade I.R.W.)

body	order	listen	farm	done	decided	plane	filled
music	read	wind	pulled	English	contain	system	heat
color	door	rock	draw	road	course	behind	full
stand	sure	space	voice	half	surface	ran	hot
sun	become	covered	seen	ten	produce	round	check
questions	top	fast	cold	fly	building	boat	object
fish	ship	several	cried	gave	ocean	game	am
area	across	hold	plan	box	class	force	rule
mark	today	himself	notice	finally	note	brought	among
dog	during	toward	south	wait	nothing	understand	noun
horse	short	five	sing	correct	rest	warm	power
birds	better	step	war	oh	carefully	common	cannot
problem	best	morning	ground	quickly	scientists	bring	able
complete	however	passed	fall	person	inside	explain	six
room	low	vowel	king	became	wheels	dry	size
knew	hours	true	town	shown	stay	though	dark
since	black	hundred	I'll	minutes	green	language	ball
ever	products	against	unit	strong	known	shape	material
piece	happened	pattern	figure	verb	island	deep	special
told	whole	numeral	certain	stars	week	thousands	heavy
usually	measure	table	field	front	less	yes	fine
didn't	remember	north	travel	feel	machine	clear	pair
friends	early	slowly	wood	fact	base	equation	circle
easy	waves	money	fire	inches	ago	yet	include
heard	reached	map	upon	street	stood	government	built