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Grades 11-12: Adopted November 17, 2020**

Grades 7-12



English
Language
Arts

Curriculum

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Section E: Appendix

For the appendix to this curriculum, please visit the district website at
www.k12northstar.org/Page/8856.

Section A: Introduction

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Grades K-6

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Philosophy

Instruction in English/Language Arts develops in learners powers of analysis, concentration, and communication. This will enable them to achieve a heightened awareness of themselves and others in the world around them. Upon graduation, learners are prepared to enter post-secondary life as communicative and insightful citizens and leaders.

Mission Statement

Instruction in language arts integrates listening, speaking, reading, writing, and media literacy to promote critical thinking. Learners will develop:

- the ability to write and speak clearly and coherently;
- the powers of concentration and comprehension,
- an analytical view of self and the world through literature, written reflection, and media;
- an appreciation of literature as a reflection of shared humanity; and
- a sensitivity to, and an appreciation of, the English language.

Acronyms

AASL	American Association of School Librarians
ACCESS for ELLs	Assessing Comprehension and Communication in English State-to-State for English Language Learners
AKSS	Alaska State Standards
AK Cultural	Alaska State Standards for Culturally-Responsive Schools
APA	American Psychological Association
CALP	Cognitive/Academic Language Proficiency
CS	Craft and Structure (AKSS coding)
ELA	English/Language Arts
ELL	English Language Learner
ELP	English Language Proficiency
ESL	English as a Second Language
IK	Integration of Knowledge and Ideas (AKSS coding)
ISTE	International Society for Technology in Education
KI	Key Ideas and Details (AKSS coding)
MLA	Modern Language Association
RR	Range of Reading and Level of Text Complexity (AKSS coding)
SIOP	Sheltered Instruction Observation Protocol
TESOL	Teaching English to Speakers of Other Languages

Explanation of Terms

ACCESS for ELLs

Alaska's annual English language proficiency assessment administered to K-12 ELL-identified students. Developed by WIDA. The state of Alaska has defined the ACCESS for ELLs proficiency scores for exiting ELL program eligibility (see <https://education.alaska.gov/ESEA/TitleIII-A>).

Academic English

Is the set of specific terminology that pertains to specific subjects we usually learn in academic contexts. The oral and written text required to succeed in school that entails deep understanding and communication of the language of content within a classroom environment. Social language is the set of vocabulary that allows us to communicate with others in the context of regular daily conversations.

Alaska Content Standards

High academic standards adopted by the Alaska State Board of Education. These standards are general statements of what Alaskans want their students to know and be able to do as a result of their public school experience. The standards reflect the collaborative work of Alaskan educators and national experts from the nonprofit National Center for the Improvement of Educational Assessment, and are informed by the input of Alaskan teachers and public comment.

Alaska Cultural Standards

Standards endorsed by the State Board of Education serve to encourage enrichment of the content standards. They are used as a guide to ensure that schools are aware of and sensitive to their surrounding physical and cultural environments.

Alaska Performance Standards

Standards adopted by the Alaska State Board of Education as specific statements of what students should know and be able to do. They were adopted in reading, writing, mathematics, and science at four benchmark levels.

Competency

A student's ability to apply clusters of standards to execute a particular performance task.

Competency-Based Learning

Competency-based learning has the following components:

- Learners are empowered to make important decisions about their learning experiences, how they will create and apply knowledge, and how they will demonstrate their learning.
- Assessment is a meaningful, positive, and empowering learning experience for learners that yields timely, relevant, and actionable evidence.
- Learners receive timely, differentiated support based on their individual learning needs.
- Learners progress based on evidence of mastery.
- Students learn actively using different pathways and varied pacing.
- Strategies to ensure equity for all learners are embedded in the culture, structure, and pedagogy of schools and education systems.

- Rigorous, common expectations for learning (knowledge, skills, and dispositions) are explicit, transparent, measurable, and transferable.

Content Objectives

Statements that document specific, essential tasks that learners are expected to accomplish in a given grade level or course.

Course/Grade Competencies

Competency statements customized to the content of a particular grade level, grade span, or course. These competencies represent the major concept areas within a discipline.

English Learner (EL)

Linguistically and culturally diverse students who have been identified (by a WIDA screener or other state approved placement criteria) as having levels of English language proficiency that require language support to achieve grade-level content in English. Also referred to as English Language Learner (ELL).

Graduate-Level Competencies

A set of competencies that may include academic and personal success skills in which all graduates of the Fairbanks North Star Borough School District should know and/or be able to do.

Guaranteed and Viable Curriculum

A guaranteed and viable curriculum (GVC) is one that guarantees equal opportunity for learning for all learners. Similarly, it guarantees adequate time for teachers to teach content and for students to learn it. A guaranteed and viable curriculum is one that ensures that the curriculum being taught is the curriculum being assessed. It is viable when adequate time is ensured to teach all determined essential content.

Informational Text

A rhetorical structure of text designed to convey factual information rather than to tell or advance a narrative, and which characterizes most of the text found in textbooks. Informational text uses lists, comparing/contrasting, cause/effect, graphs and charts, etc.

Sheltered Instruction Observation Protocol (SIOP)

This is a researched-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States.

WIDA

A 40+ state consortium that supports students, families, educators, and administrators with high-quality, research-based tools and resources dedicated to supporting the education of multicultural and multilingual learners. State of Alaska has adopted the WIDA English Language Development Standards as well as the WIDA developed English Language Proficiency assessments.

WIDA Online Screener

A computer-administered adaptive assessment that evaluates English language skills in the domains of reading, listening, writing, and speaking, and is used to determine eligibility for the

ELL Program for students in grades 1-12 based on the cut scores set by State of Alaska. The WIDA screener is also available as a paper-based assessment.

WIDA Kindergarten Screener

Screener assessments developed by WIDA and approved by State of Alaska that evaluate English language skills in the domains of reading, listening, writing, and speaking, and is used to determine eligibility for the EL Program for students in grade K based on the cut scores set by State of Alaska.

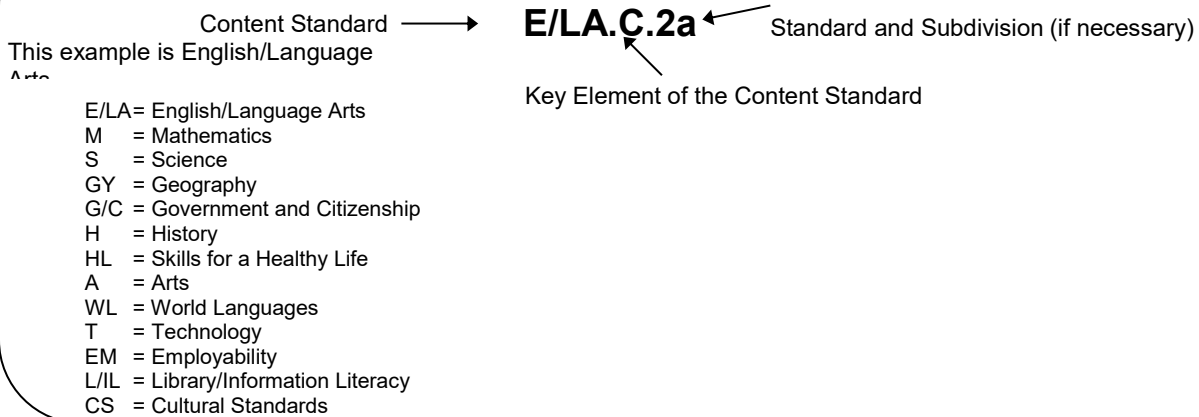
Standards Alignment Coding

The English/Language Arts curriculum is aligned with the following standards:

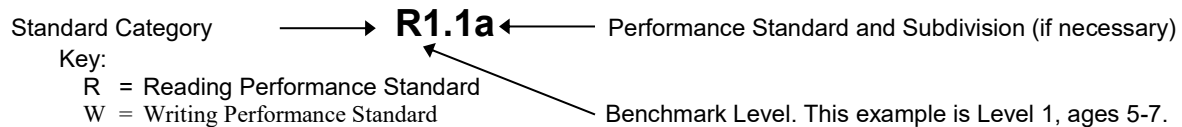
- Alaska English/Language Arts Standards
- Alaska Standards for Culturally Responsive Schools
- Alaska Digital Literacy Standards.
- ISTE Standards for Students
- American Association of School Librarians (AASL) Standards

The complete text of the standards may be found in the appendix. The following coding is used throughout this document to correlate to these standards.

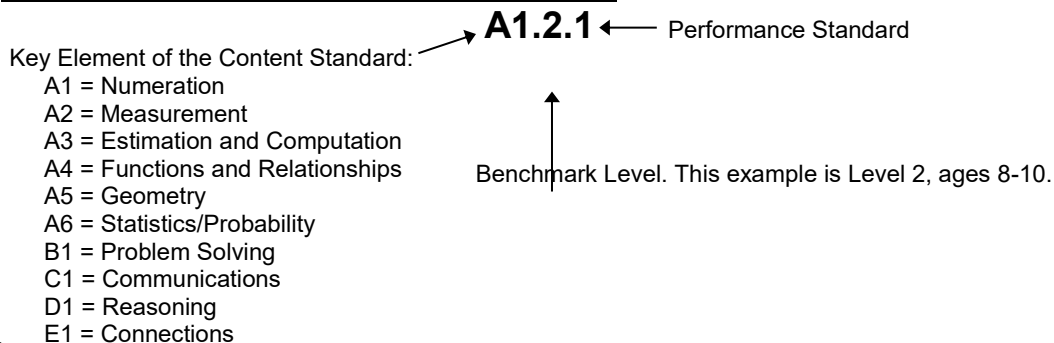
Content and Cultural Standards:



English/Language Arts Performance Standards:



Mathematics Performance Standards:



National and Alaska State Standards may be accessed in the Appendix of this document.

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

*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*

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.

FNSBSD Additional Objectives

- 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

Essential Vocabulary

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
Text Types and Purposes <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. 	Student will “read” own writing.	<ul style="list-style-type: none"> • Opinion • Preference • Sequence
Production and Distribution of Writing <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. 		
Research to Build and Present Knowledge <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
Range of Writing <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 <ol style="list-style-type: none"> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. <ol style="list-style-type: none"> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). Continue a conversation through multiple exchanges. 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. 		
<ol style="list-style-type: none"> Ask and answer questions in order to seek help, get information, or clarify something that is not understood. 		
Presentation of Knowledge and Ideas <ol style="list-style-type: none"> Describe familiar people, places, things, and events, and with prompting and support, provide additional related details. Add drawings or other visual displays to descriptions as desired to provide additional details. 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 <ol style="list-style-type: none"> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Print many upper- and lowercase letters. Use frequently occurring nouns and verbs. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). Produce and expand complete sentences in shared language activities. 		<ul style="list-style-type: none"> 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. learning the verb to duck).
- 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

		FNSBSD Additional Objectives	Essential Vocabulary
Reading Literature*	Informational Text*		
Key Ideas & Details (KI)			
1. Ask and answer questions about a literary text using key details from the text.	1. With prompting and support, elicit background/prior knowledge and experience in order to ask and answer questions about an informational text using key details from the text.	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
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.	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 characters, settings, major events, and problem-solution in a story, play, or poem, using key details.	3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.		
Craft & Structure (CS)			
4. Identify words and phrases in stories, plays, or poems that suggest feelings or appeal to the senses.	4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Sequence three events.	<ul style="list-style-type: none"> • Poetry • Point of view • Genre
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.	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. Identify who is telling the story at various points in the text (e.g., a character in the text, a narrator/story teller).	6. Distinguish between information provided by photos or other graphics and information provided by the words in a text.		
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.	7. Use the illustrations and details in a text to describe its key ideas.		<ul style="list-style-type: none"> • Problem • Solution
8. (Not applicable to literature)	8. Identify the opinions an author states to support points in a text.		

*Alaska English Language/Arts Standards, June 2012

- | | | |
|---|--|---|
| <p>9. With prompting and support, compare and contrast the adventures and experiences of characters in stories.</p> | <p>9. Identify basic similarities in and differences between information presented in two texts on the same topic (e.g., compare two graphics, descriptions, or steps in a process to make something).</p> | <ul style="list-style-type: none"> • Compare • Contrast |
|---|--|---|

Range of Reading and Level of Text Complexity (RR)

- | | | |
|--|---|---|
| <p>10. With prompting and support, read prose and poetry from a variety of cultures of appropriate complexity for Grade 1.</p> | <p>10. With prompting and support, read informational texts on a range of topics appropriately complex for Grade 1, with scaffolding as needed.</p> | <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*

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).

FNSBSD Additional Objectives

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

Essential Vocabulary

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 (e.g., 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
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. <ol style="list-style-type: none"> 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). 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. 	Differentiate between asking, answering a question, and telling a story.	<ul style="list-style-type: none"> • 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)			
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.	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.		• Literature
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.	2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.		• Genre • Fable
3. Describe how characters in a story, play, or poem respond to major events, problems, and challenges.	3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.		
Craft & Structure (CS)			
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.	4. Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.		• Alliteration • Rhyme
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.	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"> • 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*

Reading Standards: Foundational Skills For K-5*

FNSBSD Additional Objectives

Essential Vocabulary

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> <ol style="list-style-type: none"> 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. 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. 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. 	<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> <ol style="list-style-type: none"> 4. (Begins in Grade 3). 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. 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. 		<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. <ul style="list-style-type: none"> 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

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*

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.
- Identify and know the meaning of the most common prefixes and derivational suffixes.
 - Decode words with common Latin suffixes.
 - Decode multi-syllable words.
 - Read grade-appropriate irregularly spelled words.

FNSBSD Additional Objectives

Essential Vocabulary

*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. <ul style="list-style-type: none"> 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
<p>Conventions of Standards English</p> <ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> 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. <ol style="list-style-type: none"> a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. 		
<p>Knowledge of Language</p>		
<ol style="list-style-type: none"> 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> 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)			
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1. Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text.	Read and follow three-step directions.	
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.	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. 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).	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.	Understand and talk about the role of setting in realistic and historical fiction as well as fantasy.	
Craft & Structure (CS)			
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).	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. 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.	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. 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.	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
<p>Comprehension and Collaboration</p> <ol style="list-style-type: none"> 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. <ol style="list-style-type: none"> 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 (e.g., using a graphic organizer to show connections between reasons given and support provided). 	<ul style="list-style-type: none"> 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. 	
<p>Presentation of Knowledge and Ideas</p> <ol 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. 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. 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
<p>Conventions of Standards English</p> <ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> 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. <ol style="list-style-type: none"> 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. 		
<p>Knowledge of Language</p> <ol style="list-style-type: none"> 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> 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 • Evidence• Procedures• Sequence• Subtopics • Interactions• Resolve (d)• Technical Text
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">• Domain-Specific • 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. <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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). <ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> • Contribute • Draw Conclusions • Elaborate • Pose • Remark
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).		
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
<p>Conventions of Standards English</p> <ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> 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. <ol style="list-style-type: none"> 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. 		
<p>Knowledge of Language</p> <ol style="list-style-type: none"> 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> 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.
 - Clarify
 - Nuance
 - Precise
 - 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.
 - Adage
 - Context
 - Idiom
 - Proverb
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).

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

Section B: Elementary Curriculum (Grades K-5)

Adopted March 22, 2011

ELEMENTARY ENGLISH/LANGUAGE ARTS

Curriculum

Kindergarten

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>	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.
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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:
Word Study: Phonological Awareness Phonological Awareness is a strand of Speaking and Listening. It is included here only because of its direct connection to learning to read.	The student uses strategies to decode or comprehend meaning of words in text by: <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 The student analyzes content and structure of genres by: <ul style="list-style-type: none"> • [K] 1.7.2 Identifying use of rhyme in text 	Demonstrate understanding of spoken words, syllables, and sounds (phonemes) <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>
Word Study: Print Concepts	The student uses strategies to decode or comprehend meaning of words in text by: <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	<p>The student uses strategies to decode or comprehend meaning of words in text by:</p> <ul style="list-style-type: none"> • [K] 1.1.2 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	<p>The student uses strategies to decode or comprehend meaning of words in text by:</p> <ul style="list-style-type: none"> • [K] 1.1.2 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	<p>The student reads text aloud by:</p> <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	<p>The student comprehends literal or inferred meaning from text by:</p> <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 <p>The student restates/summarizes information by:</p> <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 <p>The student demonstrates an understanding of main idea by:</p> <ul style="list-style-type: none"> • [K] 1.5.1 Identifying the most important idea of a text <p>The student follows oral and written directions by:</p> <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 <p>The student analyzes literary elements and devices by:</p> <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 <p>Before-Reading Strategies</p> <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 <p>During-Reading Strategies</p> <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 <p>After-Reading Strategies</p> <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 • <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>

Research to Build and Present Knowledge (Research Skills) 6+1 Trait® Focus: Ideas Presentation	The student documents sources by: <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
Production and Distribution of Writing (Writing Process) 6+1 Trait® Focus: Ideas Organization Voice Word Choice Sentence Fluency Conventions Presentation	The student revises writing 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) • [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.”) 	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> <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>
Conventions of Standard English 6+1 Trait® Focus: Conventions Sentence Fluency	The student writes and edits using conventions of Standard English by: <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

Word Study: Phonics, Spelling, Vocabulary 6+1 Trait® Focus: Word Choice Conventions	<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>
Presentation 6+1 Trait® Focus: Presentation	<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
Attitude/Stamina	<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	<ul style="list-style-type: none"> • Participate in collaborative conversations with a variety of partners about grade 1 topics and texts with peers and adults in small and larger groups <ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> • 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:
Word Study: Phonological Awareness Phonological Awareness is a strand of Speaking and Listening. It is included here only because of its direct connection to learning to read.	The student uses strategies to decode or comprehend meaning of words in text by: [1] 1.1.1 Given spoken words or sounds: <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>
Word Study: Print Concepts	The student uses strategies to decode or comprehend meaning of words in text by: [1] 1.1.7 Demonstrating understanding of concepts of print including <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) ✓ Read 150 Instant Recognition Words (ES) (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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Fluency	<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>
Comprehension	<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
Craft and Structure	<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:
Genres and Purposes 6+1 Trait® Focus: Ideas Organization Voice Word Choice Sentence Fluency Conventions Presentations	<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
Research to Build and Present Knowledge (Research Skills) 6+1 Trait® Focus: Ideas Organization Voice Word Choice Conventions	The student documents sources by: <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
Production and Distribution of Writing (Writing Process) 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"> • [1] 1.1.3 Identifying and writing the beginning, middle, and end in a piece of writing The student revises writing by: <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 The student writes and edits using conventions of Standard English by: <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 	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> <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>
Conventions of Standard English 6+1 Trait® Focus: Conventions	The student writes and edits using conventions of Standard English by: <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>)
Word Study, Phonics, Spelling, Vocabulary 6+1 Trait® Focus: Conventions Word Choice	The student writes and edits using conventions of Standard English by <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 • 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
Presentation 6+1 Trait® Focus: Presentation	The student writes and edits using conventions of Standard English by: <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> • <i>Use proper grip on all writing tools</i> • <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
Attitude/Stamina	<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"> ✓ Use known words and word parts to help decode new words (ES) ✓ Use letters and relationships to sounds to read words ✓ Break words into syllables to read them ✓ Use 3 cueing system (meaning, structural, visual) and correct for accuracy (ES) ✓ Recognize base words and remove prefixes and suffixes to break them down and read them ✓ Read regularly spelled words with long and short vowels (ES) ✓ Know spelling-sound correspondences for additional common vowel teams ✓ Decode regularly spelled two-syllable words with long vowels ✓ Use word chunks/families to decode multi-syllabic words (ES) ✓ 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 ✓ Read 300 Instant Recognition Words (ES) (see pg. 86) • Vocabulary <ul style="list-style-type: none"> ✓ 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) (ES)

Fluency	<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
Comprehension	<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"> • <i>Retell the story using pictures, writing, or dramatization (ES)</i> • Identify main idea by selecting an appropriate title for text • <i>Distinguish between main idea and supporting detail (ES)</i> • 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
Craft and Structure	<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"> • <i>Identify story elements (character, plot, setting) (ES)</i> • 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 • <i>Identify point of view (ES)</i> <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

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"> • [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
Motivation, Engagement, and Stamina	<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:
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"> • [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>
Research to Build and Present Knowledge (Research Skills) 6+1 Trait® Focus: Ideas Organization Voice Word Choice Conventions	<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
Production and Distribution of Writing (Writing Process) 6+1 Trait® Focus: Ideas Organization Voice Word Choice Sentence Fluency Conventions Presentation	<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</i>, <i>Word Study</i>, and <i>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
Conventions of Standard English 6+1 Trait® Focus: Conventions	The student writes and edits using conventions of Standard English by: <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> <p>[3] 1.7.1 Distinguishing between fiction/non-fiction, prose/poetry, short story/drama (L)</p>	<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 Fiction and Non-Fiction <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>
Craft and Structure	<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 	Fiction <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 Non-Fiction <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 Fiction and Non-Fiction <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:
Genres and Purposes 6+1 Trait® Focus: Ideas Organization Voice Word Choice Sentence Fluency Conventions Presentations	<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
Research to Build and Present Knowledge (Research Skills) 6+1 Trait® Focus: Ideas Organization Word Choice Conventions Voice	<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>
Conventions of Standard English 6+1 Trait® Focus: Conventions	The student writes and edits using conventions of Standard English by: <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 • <i>Understand and identify subject/verb agreement (ES)</i> • <i>Identify and correctly use common and proper nouns, verbs, adjectives, and pronouns (ES)</i> • <i>Change common singular words into plurals (ES)</i> • <i>Use punctuation correctly: period, comma, quotation mark, question mark, and exclamation mark (ES)</i> • 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
Presentation 6+1 Trait® Focus: Presentation	The student writes and edits using conventions of Standard English by: <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
Attitude/Stamina	<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

- 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	Strategies to decode or comprehend meaning of words in text by: <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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Craft and Structure	<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>
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"> • [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>
Motivation, Engagement, and Stamina	<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:
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"> • [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>
Research to Build and Present Knowledge (Research Skills) 6+1 Trait® Focus: Ideas Organization	The student documents sources by: <ul style="list-style-type: none"> • [4] 2.5.1 <u>Giving credit for others' information by citing title and source</u> (e.g., author, storyteller, translator, songwriter, or artist) (L) 	<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>
Presentation 6+1 Trait® Focus: Presentation	<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.
Attitude/Stamina	<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:
Word Study: Vocabulary and Word Recognition	<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 identifying accurate restatements and summaries of <u>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., helping others brings great rewards) • [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
Craft and Structure	<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) • point of view (who is telling the story) • [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
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"> • [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>
Research to Build and Present Knowledge (Research Skills) 6+1 Trait® Focus: Ideas Organization	The student demonstrates an understanding of main idea by: <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>
Production and Distribution of Writing (Writing Process) 6+1 Trait® Focus: Ideas Organization Voice Word Choice Sentence Fluency Conventions Presentations	The student revises writing by: <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) 	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> <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
Conventions of Standard English 6+1 Trait® Focus: Conventions	The student writes and edits using conventions of Standard English by: <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>
Word Study: Spelling and Vocabulary 6+1 Trait® Focus: Word Choice Convention	Student writes and edits using conventions of Standards English by: <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) The student uses resources by: <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)
Presentation 6+1 Trait® Focus: Presentation	The student uses resources by: <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
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 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 I a of my me by to go like you have we on do see look for was all it is and can come	the I a of my me by to go like you have we on do see look for was all it is and can come	in that he are as with his they at be this from or one had words but not what were when your said there she	use an each which how their if will up other about out many then them these so some her would make him into time has	two more write number no way could people than first water been called who oil sit now find long down day did get made may	part over new sound take only little work know place years live back give most very after things our just name good sentence man think	say great where help through much before line right too means old any same tell boy follow came want show also around form three 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

Section C: Middle School (Grades 6 – 8)

Middle School Overview

The goal of this middle school curriculum is to prepare learners to meet and exceed identified state standards and skills in preparation for high school. In addition, the aim is to provide continuity of instruction between schools and grades, while allowing site-based decision making at each school. As such, the emphasis is on competencies at each grade level. Reading, writing, speaking, and listening occurs at all levels and in all classes, including elective courses.

Grade 6

The sixth 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.

Grade 7

English 7 – This course emphasizes both the critical exploration of literature and the foundations of the writing process. Learners read a variety of genres and utilize basic literary terms and forms as a basis for discussion, writing topics, and models. As readers respond to literature, they measure their own experiences against those of others, connecting literature to real life, other texts, and media. Learners write for a variety of purposes and audiences, and conventions of good writing are studied and applied, such as grammar, vocabulary, spelling, and sentence and paragraph structures. Instructors are encouraged to utilize 6+1 Traits®, graphic organizers, and personalized learning strategies.

Advanced English 7 - This course emphasizes literature, writing, and critical thinking skills through a combination of essays, literature, and speaking experiences, such as formal presentations and inquiry-based discussions. This course provides a study of genres of literature and literary terms, and a variety of writing experiences, including an emphasis on the writing process and research methods. The depth and pacing will differ from English 7 in that learners will be expected to routinely work independently on self-guided assignments and explore more complex, advanced texts. Vocabulary study is derived from seventh grade foundational vocabulary, including SAT vocabulary enrichment. Instructors are encouraged to utilize 6+1 Traits®, graphic organizers, and personalized learning strategies.

Grade 8

English 8 – This course emphasizes both the continued development of the writing process and the critical exploration of literature. Learners read a variety of genres and utilize complex literary terms and forms as a basis for discussion, writing topics, and models. As readers respond to literature, they will continue to measure their own experiences against those of others, connecting literature to real life, other texts, and media. Learners write for a variety of purposes and authentic audiences, and conventions of good writing (such as grammar, vocabulary, spelling, sentence, and paragraph structures) are studied and applied. Instructors are encouraged

to utilize strategies, such as 6+1 Trait® writing, graphic organizers , and other personalized learning strategies.

Advanced English 8 - This course emphasizes literature, writing, and critical thinking skills through a combination of essays, literature, and speaking experiences, such as formal presentations and inquiry-based discussions. This course provides an in-depth study of the genres of literature and complex literary terms, and a variety of writing experiences, including an emphasis on the writing process and advanced research methods culminating in a research paper. The depth and pacing will differ from English 8 in that learners will be expected to routinely work independently, both in and out of school, on self-guided assignments and explore more complex, advanced texts; learners will be expected to take initiative with critical analysis of these texts to form their own conclusions. Vocabulary study is derived from various works of literature, including SAT vocabulary enrichment. Instructors are encouraged to utilize 6+1 Traits®, graphic organizers, and personalized learning strategies.

Grades 7-8 Electives

Journalism and Publication – This course teaches the steps involved in publishing. Production of publications includes article writing, page layout and design, scheduling of projects, meeting deadlines, revising, and editing. Learners will explore publishing in various media.

Middle School Literature – This course focuses on the reading of various types of literature with an emphasis on reading as a process. The course will include an introduction to elements of literature, enhancement of comprehension skills, application of literature to real-life situations, and integration of reading, writing, speaking, and listening activities. It will also integrate interdisciplinary materials and nonfiction from a variety of media.

Nonfiction Forum – This course focuses on the reading of course texts and informational resources. Composition, speech, research, and aligned literature will be incorporated as components, as well as study and test-taking skills. Nonfiction Forum can be combined with other content courses, such as Social Studies or Science.

Speech and Debate – In this course learners will learn to prepare debate cases, in addition to learning the speech skills taught in the required English courses. Emphasis will be on argumentation skills and logical organization.

Speech and Drama – In this course learners prepare and deliver speeches, explore the history of theater, study parts of the physical theater, and experience the various jobs in producing and performing a play. It adds flexibility for various school schedules.

English Language Learner (ELL) Courses

U.S. Culture and Expression – This English-elective course is designed to be taken concurrently with U.S. English I, in order to provide WIDA level 1 & 2 learners with an intensive initial environment for English language acquisition. It introduces newcomer learners to cultural

values, traditions, and lifestyles in the United States, including the arenas of home, family, school, community, and the work place. ELL Program certified staff recommendation is required, and teaching assignments must be approved through the ELL program.

U.S. English I – This course uses research-based strategies to address and meet the second-language acquisition needs of Entering and Emerging (WIDA levels 1 & 2) English learners who have little to no prior knowledge of the English language. The course supports learners as they begin developing English language proficiency, with an emphasis on the phonetic sounds present in the English language, basic vocabulary needed in a school context, and the development of basic interpersonal communicative skills and life-skills. Also introduced are basic grammar skills (including parts of speech), the use of high frequency vocabulary, orientation to United States high school culture and procedures, as well as intentional and discrete focus on the four domains: writing at the sentence level; reading and comprehending simple text in English (both literary as well as expository); listening in context-rich situations and for specific information; and speaking for everyday communication. Delivery of instruction is multi-media, multi-modal, and culturally-appropriate.

EL Program certified staff recommendation is required, and teaching assignments must be approved through the ELL program. This course may fulfill 1-2 semesters of required English credits for Entering to Emerging learners, as determined by the appropriate WIDA English Language Proficiency Assessment.

U.S. English II – This differentiated course uses research-based strategies that support language acquisition to address and meet the needs of Entering and Emerging (WIDA levels 1 & 2) English learners who continue to need instruction at the Emerging level of English Language Development. The goal of this class is to build on foundational language skills to enable learners to use English in accessing increasing amounts of grade level content. Learners will explore literature and informational text to further develop reading, writing, speaking, listening, research, technological, and media literacy skills. These skills include basic grammar skills (including parts of speech), the use of high frequency vocabulary, use of tools to create increasing competency in conventions of standard English, and orientation to United States high school culture and procedures, as well as intentional and discrete focus on the four domains incorporating grade level skills/ competencies and content area vocabulary: writing at the sentence and paragraph level; reading and comprehending simple text in English (both literary as well as expository); listening in context-rich situations and for specific information; and speaking for everyday communication. Learners will also participate in class discussions, oral presentations, and group projects. Delivery of instruction is multi-media, multi-modal, and culturally-appropriate.

ELL Program certified staff recommendation is required, and teaching assignments must be approved through the ELL program. This course may fulfill 1-2 semesters of required English credits for Entering to Emerging learners, as determined by the appropriate WIDA English Language Proficiency Assessment.

Graduate-Level Competencies

Graduate-level competencies are academic and personal success skills all learners should attain by high school graduation. These are common across all English/Language Arts courses, and learners are expected to be able to apply them across the curriculum.

Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Literature

GS.2 Learners will demonstrate the ability to comprehend, analyze, and engage with a variety of complex print and non-print literary texts, both teacher and self-selected.

Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language.

Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Technological

GS.7 Learners will demonstrate the ability to appropriately use the tools of technology to gather, interpret, collaborate, and analyze information and create shareable products.

Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

No Excuse Spelling Words – Grade 6

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 6	
along	never
always	next
animal	often
asked	once
beautiful	own
below	read
both	school
children	show
don't	something
enough	sound
few	they're
food	those
form	thought
friend	together
going	under
house	until
important	want
keep	while
large	without
left	world
might	you're

Grade 6 Revised Learning Objectives

Learner Objectives and Vocabulary

READING

Reading Literature*	Informational Text*	FNSBSD Additional Objectives	Essential Vocabulary
Key Ideas & Details (KI)			
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		<ul style="list-style-type: none"> • Explicit • Inference
2. Determine a theme or central idea of a text and how it is conveyed through particular details; restate and summarize main ideas or events, in correct sequence, after reading a text.	2. Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.		<ul style="list-style-type: none"> • Central Idea • Subtopic
3. Describe how a particular story or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution or as the narrative advances.	3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes).		<ul style="list-style-type: none"> • Anecdote • Elaborate
Craft & Structure (CS)			
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of a specific word choice on meaning and tone.	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.		<ul style="list-style-type: none"> • Connotative Meaning
5. Analyze the overall structure of a text: how a particular sentence, chapter, scene, or stanza fits into the overall work and analyzing how it contributes to the development of the characters, theme, setting, or plot.	5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.		
6. Determine author's purpose and explain how an author develops the point of view of the narrator or speaker in a text.	6. Determine an author's purpose (to inform, persuade, entertain, critique, etc.) and point of view in a text and explain how it is conveyed in the text.	Identify bias/propaganda by citing textual evidence.	<ul style="list-style-type: none"> • Bias • Convey • Propaganda

*Alaska English/Language Arts Standards, June 2012

Integration of Knowledge & Ideas (IK)

- | | | |
|---|---|-----------------------|
| 7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch (e.g., Shiloh). | 7. Integrate information presented in different media (e.g., may include, but not limited to podcasts) or formats (e.g., visually, quantitatively/ data-related) as well as in words to develop a coherent understanding of a topic or issue. | • Coherent |
| 8. (Not applicable to literature). | 8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. | • Claim
• Evaluate |
| 9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. | 9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person). | |

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 6 (from upper Grade 5 to Grade 7), with scaffolding as needed at the high end of the range. | 10. By the end of the year, read and comprehend literary nonfiction, within a complexity band appropriate to Grade 6 (from upper Grade 5 to Grade 7), with scaffolding as needed at the high end of the range. | <ul style="list-style-type: none">• Self select reading for information and pleasure from a variety of genres.• Set personal reading goals.• Participate in self-selected reading of appropriate level extending beyond 30 minutes. |
|---|--|---|

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

WRITING

Writing Standards*

FNSBSD Additional Objectives

Essential Vocabulary

Text Types and Purposes

1. Write arguments to support claims with clear reasons and relevant evidence.
 - a. Introduce claim(s) and organize the reasons and evidence clearly.
 - b. Support claim(s) with clear reasons and accurate, relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from the argument presented.
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate transitions to clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Establish and maintain a formal style.
 - f. Provide a concluding statement or section that follows from the information or explanation presented.
3. Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
 - c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
 - e. Provide a conclusion that follows from the narrated experiences or events.

- Claim
- Formal Style

- Convey
- Domain-Specific Vocabulary
- Explanatory Text
- Informative Text

- Convey
- Engage
- Orient
- Pacing
- Precise
- Sequence
- Sensory
- Shift Signals
- Transition Words

*Alaska English/Language Arts Standards, June 2012

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including Grade 6.)
6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to create a piece of writing.

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

- Audience
- Purpose
- Style

- Collaborate
- Interact

Research to Build and Present Knowledge

7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply Grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics”).
 - b. Apply Grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

- Credible
- Focus
- Plagiarism
- Relevant

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 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. 		<ul style="list-style-type: none"> • Collegial • Diverse • Explicit • Norms • Pose • Perspective
2. Interpret information presented in diverse media (included but not limited to podcasts) and formats (e.g., visually, quantitatively/ data-related, orally) and explain how it contributes to a topic, text, or issue under study.		<ul style="list-style-type: none"> • Interpret • Podcast
3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.		<ul style="list-style-type: none"> • Claim • Distinguish • Evidence • Reason
Presentation of Knowledge and Ideas		
4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.		<ul style="list-style-type: none"> • Accentuate • Logic(ally) • Pertinent
5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.		<ul style="list-style-type: none"> • Clarify • Graphics
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (see Grade 6 Language standards 1 and 3 for specific expectations).		

*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. <ol style="list-style-type: none"> Ensure that pronouns are in the proper case (subjective, objective, possessive). Use intensive pronouns (e.g., myself, ourselves). Recognize and correct inappropriate shifts in pronoun number and person. * Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). * Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. * 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. * Spell correctly. 		<ul style="list-style-type: none"> Antecedents
Knowledge of Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> Vary sentence patterns for meaning, reader/listener interest, and style. * Maintain consistency in style and tone. * 		<ul style="list-style-type: none"> Style Tone
Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content, choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). Consult reference materials (e.g., dictionaries, glossaries, thesauruses and specialized reference materials), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 		<ul style="list-style-type: none"> Affixes Context Function Infer Multiple-meaning words and phrases Reference Materials Tone

*Alaska English/Language Arts Standards, June 2012

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret the intent or meaning of figures of speech (e.g., personification, metaphors, alliteration) as used in context.
- b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

6. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

- Alliteration
- Connotation
- Denotation
- Figurative Language
- Metaphor
- Nuance
- Personification

- Academic Vocabulary

Grade 6

Overview: The sixth 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 5*, pgs. 15 & 16

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 6 topics, texts, and issues, 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 draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on 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 with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion Differentiate between contexts that call for standard English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion) Listen and demonstrate understanding by responding appropriately (e.g., follow three-step directions, restate, clarify, question, summarize, elaborate formulating an opinion with supporting evidence, interpret verbal and nonverbal messages, note purpose and perspective, identify tone, mood, emotion) Evaluate whether a selection was intended to inform, persuade, or entertain
Presentation of Knowledge and Ideas	<ul style="list-style-type: none"> Capture listeners' attention and stimulate interest by beginning with a strong lead/introduction Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate Speak clearly and audibly with expression in communicating ideas (e.g., effective rate, volume, pitch, tone, phrasing, tempo) 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:
Word Study: Phonics and Word Recognition	<p>The student uses strategies to decode or comprehend meaning of words in text by:</p> <ul style="list-style-type: none"> • [6] 2.1.1 Demonstrating knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar)* • [6] 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)* • [6] 2.1.4 Identifying relationships among words by categorizing (e.g., synonyms, antonyms, homophones, homographs), [identifying shades of meaning (e.g., <u>happy</u>, <u>ecstatic</u>), L] and <u>analogies</u>* • [6] 2.7.3 Identifying or explaining use of literary elements and devices <u>appropriate to genre</u> (i.e., dialogue, rhyme, alliteration, simile, metaphor, or <u>personification</u>) 	<p><i>Sixth graders who lack the early literacy skills of phonics and phonemic awareness should receive immediate review and practice.</i></p> <p>Phonics- instruction that teaches children the relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language.</p> <p>Phonemic Awareness-the ability to hear, identify, and manipulate the individual sounds-phonemes in spoken words.</p> <p>Phonics</p> <ul style="list-style-type: none"> ✓ Apply grade-level word analysis skills in decoding words (ES) ✓ Deduce and infer meaning of unfamiliar words in context (ES) <p>• Word Recognition</p> <ul style="list-style-type: none"> ✓ Use new vocabulary learned by listening, reading, and discussing a variety of genres ✓ Recognize the origins and meanings of frequently used foreign words in English <p>• Vocabulary</p> <ul style="list-style-type: none"> ✓ Learn the meaning and accurately use a variety of grade level and content words (e.g., words from literature, social studies, science, math) (ES) ✓ 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., colonization: exploration, migrate, settlement) ✓ Use structural analysis (base words, prefixes, and suffixes) and context clues to determine meanings of words ✓ Identify and categorize base words, roots, suffices, and prefixes (ES)

		<ul style="list-style-type: none"> ✓ Use words, sentences, and paragraphs as context clues to determine meanings of unknown key words, similes, metaphors, idioms, proverbs, clichés, and literary expressions ✓ Use context to determine meanings of synonyms, antonyms, homonyms (e.g., through/threw, principal, principle) and multiple-meaning words ✓ Read words that have multiple meanings (homographs and homophones)
Fluency	<p>The student reads text aloud by:</p> <ul style="list-style-type: none"> • [6] 2.3.1 Reading orally with rhythm, flow and expression, showing understanding of punctuation and other conventions of print*(L) • [6] 2.1.5 Self-monitoring and self-correcting while reading (e.g., adjusting reading pace)*(L) 	<ul style="list-style-type: none"> • <i>Read grade level text, aloud and silently with appropriate speed and accuracy to support comprehension (ES)</i> • <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% • Monitor accuracy and understanding, self-correcting when errors detract from meaning • <i>Place appropriate emphasis on words, pausing and phrasing, intonation, and use of punctuation while reading in a way that reflects understanding (ES)</i> • Slow down and reread to decode words or think about ideas and resume good rate of reading • Present expressive oral reading that reflects interpretation of theme, character, or message of a text (after plenty of rehearsals)
Comprehension	<p>The student connects themes by:</p> <ul style="list-style-type: none"> • [6] 2.10.1 Identifying author's message, theme, or purpose, stated or implied (e.g., helping others brings great rewards)* • [6] 2.10.2 Identifying themes in texts and making relevant connections to [personal experiences, experiences of others or L] other texts* <p>The student comprehends literal or inferred meaning from text by:</p> <ul style="list-style-type: none"> • [6] 2.2.1 Locating information explicitly stated in narrative and informational text to answer literal-comprehension questions* • [6] 2.2.2 Self-monitoring comprehension by formulating questions while reading (e.g., <u>what circumstances influenced a character to make a specific decision</u>) or rereading (e.g., for clarification, confirmation, correction)*(L) <p>The student restates/summarizes information by:</p>	<p>Before Reading Strategies</p> <ul style="list-style-type: none"> • <i>Preview content area material intentionally using text features (e.g., text type, layout of text, graphics, illustrations, and photos) to enhance comprehension (ES)</i> • Skim text for unfamiliar words, make predictions about meaning • <i>Make logical predictions based on the text (ES)</i> • Use background knowledge to further the understanding of the text <p>During Reading Strategies</p> <ul style="list-style-type: none"> • Use expanded vocabulary in a variety of contexts • Organize information using semantic webs or Thinking Maps® • Identify the author's point of view in fiction and informational text • Identify the author's basic message or theme • Use think alouds and imagery to make meaning of the text

	<ul style="list-style-type: none"> • [6] 2.4.1 Restating and summarizing main ideas or events in correct sequence after reading a text (e.g., paraphrasing, constructing a topic outline, using graphic organizers) or identifying accurate restatements and summaries of main ideas or events or generalizations of a text* <p>The student demonstrates an understanding of main idea by:</p> <ul style="list-style-type: none"> • [6] 2.5.1 Identifying the main idea or central concept in various types of texts* • [6] 2.5.2 Locating information in narrative and informational text to answer questions related to main ideas or key details* • [6] 2.5.3 <u>Locating references from the text that support</u> understanding of a main idea (e.g., what event in history is similar to this one) (L) <p>The student analyzes content and structure of genres by:</p> <ul style="list-style-type: none"> • [6] 2.7.2 Identifying or explaining the characteristics of fiction and non-fiction, <u>prose and poetry</u> • [6] 2.7.3 Identifying or explaining use of literary elements and devices <u>appropriate to genre</u> (i.e., dialogue, rhyme, alliteration, simile, metaphor, or <u>personification</u>) <p>The student analyzes literary elements and devices by:</p> <ul style="list-style-type: none"> • [6] 2.8.1 Identifying or describing in fiction <ul style="list-style-type: none"> • plot (e.g., main conflict or problem, sequence of events, resolution) • settings (e.g., how it affects the characters or plot) • characters (e.g., physical characteristics, personality traits, motivation, growth and change) • point of view (who is telling the story) • [6] 2.8.2 Comparing and contrasting plots, settings, characters in a variety of works by a variety of authors 	<ul style="list-style-type: none"> • <i>Expand understanding of analogies, similes, metaphors, and idioms (ES)</i> • Change predictions as new information is gained from the text • <i>Make connections with text to self, text to text, and text to world (ES)</i> <p>After-Reading Strategies</p> <ul style="list-style-type: none"> • Identify point of view in fiction and informational text • <i>Apply knowledge of literacy elements to respond to literal and higher order thinking questions (ES)</i> • Distinguish important details from unimportant details • Connect text (plot/ideas/concepts) to prior knowledge or other texts, or the broader world of ideas, by referring to and explaining relevant ideas • <i>Make inferences about cause/effect (e.g., explaining how one event gives rise to the next), external conflicts (e.g., person vs. person, person vs. nature/society/fate) or how the setting influences a character's actions or thinking (ES)</i> • <i>Use information from the text to answer questions to state the main/central ideas, or to provide supporting details (ES)</i> <p>Fiction</p> <ul style="list-style-type: none"> • <i>Identify story elements: character, setting, plot, problem, solution, climax, and theme (ES)</i> <p>Non-Fiction</p> <ul style="list-style-type: none"> • Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text • Determine two or more main ideas of a text and explain how they are supported by key details <p>Fiction and Non-Fiction</p> <ul style="list-style-type: none"> • Be selective when summarizing or paraphrasing the information in a text (most important information or ideas and facts focused by the reader's purpose) • <i>Organize information to show understanding through Thinking Maps®, paraphrasing, summarizing, or comparing/contrasting (ES)</i> • <i>Recall information from text in sequential order (ES)</i> • Examine the illustrator's use of illustrations and other graphics to convey meaning and/or create mood
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<p>Craft and Structure</p>	<p>The student analyzes content of text to differentiate fact and opinion by:</p> <ul style="list-style-type: none"> • [6] 2.9.1 Distinguishing fact from opinion in a text* • [6] 2.9.2 Identifying bias/propaganda by citing textual evidence • [6] 2.9.3 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"> • [6] 2.10.1 Identifying author’s message, theme, or purpose, stated or implied (e.g., helping others brings great rewards)* <p>The student makes connections between cultural influences/events by:</p> <ul style="list-style-type: none"> • [6] 2.11.1 Comparing and contrasting cultural events, ideas, settings, and influences in one story or text to similar stories or texts from other cultures (e.g., coming-of-age stories) (L) 	<p>Fiction</p> <ul style="list-style-type: none"> • Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text <p>Nonfiction</p> <ul style="list-style-type: none"> • Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue • Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not • Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person) <p>Fiction and Nonfiction</p> <ul style="list-style-type: none"> • <i>Identify genres and the authors' purpose for a range of texts (realistic and historical fiction, fantasy, myths, and legends, biography, autobiography, memoir, and diaries and other nonfiction hybrid texts) (ES)</i> • Describe characterization (e.g., stereotype, antagonist, protagonist), motivation, or interactions, citing thoughts, words, or actions that reveal characters' traits, motivations, or their changes over time • <i>Distinguish fact from opinion and identify possible bias/propaganda (ES)</i>
<p>Integration of Knowledge and Ideas</p>	<p>The student analyzes content and structure of genres by:</p> <ul style="list-style-type: none"> • [6] 2.7.2 Identifying or explaining the characteristics of fiction and nonfiction, <u>prose and poetry</u> • [6] 2.7.3 Identifying or explaining use of literary elements and devices <u>appropriate to genre</u> (i.e., dialogue, rhyme, alliteration, simile, metaphor, or <u>personification</u>) 	<p>Fiction</p> <ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings • Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot • Explain how an author develops the point of view of the narrator or speaker in a text • <i>Demonstrate knowledge of use of literary elements and devices (i.e., imagery, exaggeration, simile, metaphor, foreshadowing, or suspense) to analyze literary works (ES)</i> <p>Nonfiction</p>

		<ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings • Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas • <i>Determine an author's point of view or purpose in a text and explain how it is conveyed in the text (ES)</i> <p>Fiction and Nonfiction</p> <ul style="list-style-type: none"> • Preview books using text features (e.g., text type, layout of text, graphics, illustrations, and photos) • Use a range of readers' skills to search for information (table of content, glossary, headings, and sub-headings, call-outs, pronunciation guides, index, references) • <i>Monitor own understanding, searching information within and outside of the text when necessary (ES)</i>
Motivation, Engagement, and Stamina	<ul style="list-style-type: none"> • Not addressed through Alaska Grade Level Expectations 	<ul style="list-style-type: none"> • Generate questions to investigate subjects further • Work collaboratively within a group setting to discuss literature • <i>Self select reading for information and pleasure from a variety of genres (ES)</i> • <i>Set personal reading goals (ES)</i> • <i>Participate in self-selected reading of appropriate level extending beyond 30 minutes (ES)</i>

Grade 6-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	The student writes for a variety of purposes and audiences by: <ul style="list-style-type: none"> • [6] 2.2.2 Writing in a variety of nonfiction forms using appropriate information and structure (e.g., step-by-step directions, descriptions, observations, or report writing)* • [6] 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"> • Identify audience, purpose, and form for writing • Produce personal writing (e.g., journals, personal experiences, eyewitness accounts, memoirs, literature responses) • Produce narrative and formula poetry • Produce traditional and imaginative stories

<p>Sentence Fluency Conventions Presentation</p>		<ul style="list-style-type: none"> • Produce informational text (e.g., book reports, cause/effect reports, compare/contrast essays, observational/research reports, content area reports, biographies, historical fiction, summaries) • Produce writing to persuade (e.g., essays, editorials, speeches, TV scripts, responses to various media) • Write in response to reading • Produce functional texts (e.g., newspaper and newsletter articles, e-mails, simple PowerPoint presentations, memos, agendas, bulletins, web pages) • Analyze and respond to a test writing prompt that addresses the purpose, genre, and audience • <i>Recognize and produce the following genres: narrative, informative, opinion, five paragraph essay, friendly letters, business letters, 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 sources by:</p> <ul style="list-style-type: none"> • [6] 2.5.1 Giving credit for others' ideas, images, and information by citing title and source (e.g., author, storyteller, translator, songwriter or artist)*(L) 	<ul style="list-style-type: none"> • Participate in shared and independent 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 • <i>Take notes or make sketches to help remember and organize information (ES)</i> • <i>Cite sources used (ideas, images, etc.) (ES)</i> • <i>Synthesize relevant information while researching (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 writes about a topic by:</p> <ul style="list-style-type: none"> • [6] 2.1.1 Writing <u>a story or composition</u> of at least two paragraphs with a <u>topic sentence</u> (which may include a <u>lead or hook</u>), maintaining a focused idea, and including supporting details • [6] 2.1.3 Organizing and <u>sequencing</u> ideas logically to establish clear relationships within and between paragraphs (e.g., using transition words or phrases that reveal order or chronology, <u>comparison/contrast</u>) (L) • [6] 2.2.3 Using expressive language when responding to literature or producing text (e.g., writer's notebook, memoirs, poetry, plays, or lyrics)*(L) • [6] 2.2.4 Using diagrams, charts or illustrations with captions or labels in research projects or extended reports (L) • [6] 2.3.1 Varying the beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning of writing* 	<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. Students at the end of 6th Grade will be proficient with all steps of the writing process. 6th grade focus is improving peer editing skills. (ES)</i></p> <ul style="list-style-type: none"> • Prewrite: Gather ideas and organize <ul style="list-style-type: none"> ✓ Generate ideas for writing by reading, discussing, researching, and reflecting on personal experiences • Draft: Composition and fluency <ul style="list-style-type: none"> ✓ Select and narrow a topic from generated ideas ✓ <i>Write interesting topic sentences that include relevant information to develop cohesive paragraphs (ES)</i>

	<ul style="list-style-type: none"> • [6] 2.3.2 Identifying and/or correcting mistakes in spelling (e.g., grade-appropriate, high-frequency words, homophones, and contractions)* <p>The student revises writing by:</p> <ul style="list-style-type: none"> • [6] 2.4.1 Rearranging and/or adding details to improve focus, to support main ideas, <u>to clarify topic sentence</u>, and to make sequence clear • [6] 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) • [6] 2.4.3 Combining sentences for fluency and selecting precise, descriptive words to improve the quality and effectiveness of writing (L) • [6] 2.3.4 Identifying and/or correcting mistakes in usage (e.g., subject/verb agreement, verb tense, sentence fragments and run-on sentences, possessives, and <u>pronouns</u>) (L) 	<ul style="list-style-type: none"> ✓ Demonstrate the ability to maintain a focused topic ✓ Use a variety of graphic organizers to organize information from multiple sources to develop a cohesive paragraph ✓ Draft ideas on paper in an organized manner utilizing words, sentences, and multiple paragraphs (e.g., beginning, middle, end; main idea; details; characterization; setting; plot) ✓ Use voice to fit the purpose and audience ✓ Use strong verbs and precise and vivid language to convey meaning ✓ Identify and use effective leads and strong endings ✓ <i>Write a minimum of five paragraphs that include an introduction, topic sentence, supporting details, and a conclusion (ES)</i> • Revise: Change content for clarity and originality <ul style="list-style-type: none"> ✓ Revise by elaborating and clarifying a written draft ✓ Revise draft to add details, strengthen word choice, clarify main idea, and reorder content ✓ <i>Enhance fluency by using transitional words, phrases to connect ideas, and a variety of complete sentences and paragraphs to build ideas (e.g., varied sentence length, simple and compound sentences) (ES)</i> ✓ Rearrange details to improve written presentation ✓ <i>Add elaborations, definitions, explanations, and facts to support or describe the main ideas and develop the voice, mood, and tone of the writing (ES)</i> ✓ <i>Organize paragraphs logically (ES)</i> ✓ Critique draft using a scoring rubric ✓ Consider suggestions from others, revise and refine own writing • Edit: Correct mechanics, spelling, and format <ul style="list-style-type: none"> ✓ Edit writing for correct capitalization and punctuation (i.e., introductory and dependent clauses, dialogue, singular and plural possessives) ✓ <i>Use a revising and editing checklist to edit work (ES)</i> ✓ Edit for spelling of grade level-appropriate words • Publish: Share work with an audience <ul style="list-style-type: none"> ✓ See <i>Presentation</i> ✓ Publish 4-8 individual products (a minimum of one per quarter)
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<p>Conventions of Standard English</p> <p>6+1 Trait® Focus: Conventions Ideas Organization Voice Word Choice Sentence Fluency</p>	<p>The student writes and edits using conventions of Standard English by:</p> <ul style="list-style-type: none"> • [6] 2.3.1 Varying the beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning of writing* • [6] 2.3.2 Identifying and/or correcting mistakes in spelling (e.g., grade-appropriate, high-frequency words, homophones, and contractions)* • [6] 2.3.3 Identifying and/or correcting mistakes in punctuation (e.g., <u>quotation marks for dialogue</u>, commas in dates, salutations, and closings in letters , and commas in a series) and capitalization • [6] 2.3.4 Identifying and/or correcting mistakes in usage (e.g., subject/verb agreement, verb tense, sentence fragments and run-on sentences, possessives, and <u>pronouns</u>) (L) 	<ul style="list-style-type: none"> • Identify parts of speech to enhance sentence structure • <i>Use a variety of sentence structures (simple, compound, complex, sentences with clauses) (ES)</i> • Use different kinds of sentences: imperative, declarative, interrogative, and exclamatory • Identify correct usage (subject/verb agreement, verb tense, sentence fragments, run-on sentences) • <i>Use correct capitalization, punctuation (e.g., introductory and dependent clauses, dialogue, singular and plural possessives) and paragraphing (ES)</i> • <i>Use apostrophes correctly with contraction and ownership (ES)</i>
<p>Word Study: Phonics, Spelling, Vocabulary</p> <p>6+1 Trait® Focus: Conventions Voice Word Choice</p>	<ul style="list-style-type: none"> • [6] 2.3.2 Identifying and/or correcting mistakes in spelling (e.g., grade-appropriate, high-frequency words, homophones, and contractions)* • [6] 2.6.1 Looking up spelling or definitions of words in dictionaries or correcting misspellings using software programs, <u>including choosing the correct spelling option among several choices</u> (L) 	<ul style="list-style-type: none"> • Spelling <ul style="list-style-type: none"> ✓ <i>Spell 6th Grade No Excuse Spelling Words correctly (ES)</i> (see pg. 84) ✓ Use knowledge of word families, patterns, syllabication, and common letter combinations to spell new words ✓ Use knowledge of Greek and Latin roots and affixes to spell multi-syllable words ✓ Spell an increasing number of high-frequency and irregular words correctly (e.g., straight, soldier, property, particular) ✓ Use knowledge about spelling to predict the spelling of new words ✓ Visualize words while writing ✓ Spell homonyms correctly according to usage • Vocabulary <ul style="list-style-type: none"> ✓ <i>Use multiple resources to enhance word choice (e.g., dictionaries, glossaries, thesauruses) (ES)</i>
<p>Presentation</p> <p>6+1 Trait® Focus: Presentation</p>	<p>The student uses resources by:</p> <ul style="list-style-type: none"> • [6] 2.6.3 Writing with a word processor <u>using formatting features to produce a final draft</u> (L) 	<ul style="list-style-type: none"> • Write using upper- and lower-case manuscript and cursive letters using proper form, proportions, and spacing • Increase fluency with cursive handwriting • <i>Produce legible documents with manuscript or cursive handwriting (ES)</i> • <i>Use technology for publishing an essay 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

		<ul style="list-style-type: none"> • Use a variety of formats in presentations with various forms of media (e.g., pictures, posters, charts, ads, newspapers, graphs, videos, slide shows) • Publish/share according to purpose and audience • Use appropriate formatting features (e.g., margins, indentations, titles, headings)
Attitude/Stamina	<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 30–45 minutes through participation in the writing process (ES)</i> • <i>Set quarterly personal goals for writing development with teacher support (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

ELL support services may be found in the Appendix.

English 7

Course Details:	Overview:
Grade(s): 7	Seventh grade English emphasizes both the critical exploration of literature and the foundations of the writing process. Learners read a variety of genres and utilize basic literary terms and forms as a basis for discussion, writing topics, and models. As readers respond to literature, they measure their own experiences against those of others, connecting literature to real life, other texts, and media. Learners write for a variety of purposes and audiences, and conventions of good writing are studied and applied, such as grammar, vocabulary, spelling, and sentence and paragraph structures. Instructors are encourage to utilize 6+1 Traits®, graphic organizers, and personalized learning strategies.
Length: Two semesters (required)	
Prerequisites: None	

Foundation Reading Skills

Graduate-Level Competencies:

Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Literature

GS.2 Learners will demonstrate the ability to comprehend, analyze, and engage with a variety of complex print and non-print literary texts, both teacher and self-selected.

Course/Grade Competencies	Content Objectives	Standards
MS.1 The learner will read to make meaning while flexibly using a variety of strategies to apply and extend literacy skills with fluency and independence at grade level complexity.	<ul style="list-style-type: none"> Although foundational skills are not identified beyond the sixth grade span, it is important to continue developing them with learners who may need additional support. A variety of strategies will be taught and used with students to help them understand texts and continue to make meaning. 	<u>AKSS</u>

Reading Literature

Graduate-Level Competency:

Literature

GS.2 Learners will demonstrate the ability to comprehend, analyze, and engage with a variety of complex print and non-print literary texts, both teacher and self-selected.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
MS.2 The learner will comprehend and draw conclusions about the author's intent when reading a variety of increasingly complex literary texts from a range of cultures, and cite a range of relevant and compelling textual evidence to support their analyses.	<ul style="list-style-type: none"> • Interpret a theme of the text and analyze author reasoning to develop the text, including use of textual details, textual structures, character interactions, and dialogue to progress the action. The learner will also cite evidence to support the analysis. • Analyze how various literary elements and devices shape text development and impact meaning. • Analyze how visual and multimedia elements of a text contribute to the meaning, tone, or intended effect of a text on the reader/viewer. • Determine the meaning of unknown and multiple-meaning words or phrases based on seventh grade reading and content, choosing flexibly from a range of strategies. • Compare and contrast how authors treat similar themes or literary forms for intended effect. 	<p><u>AKSS</u> RL7.1; RL7.2; RL7.3; RL7.4; RL7.5; RL7.6; RL7.7; RL7.9; RL7.10; W.7.9.a; L.7.4.a-d; L.7.5.a-c</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV.A. 1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>AK Cultural</u> AB, D</p>

Reading Informational Texts

Graduate-Level Competency:

Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
MS.3 The learner will comprehend and draw conclusions about the author's intent when reading a variety of increasingly complex, nonfictional texts, and cite a range of relevant and compelling textual evidence to support their analyses.	<ul style="list-style-type: none"> Identify the central idea or theme, and support conclusions about how the text's organization, content, reasoning, and use of evidence supports the author's point of view. Compare and integrate relevant information from two sources, and identify conflicting information on the same topics/subjects when developing understanding of a text. Analyze and explain how visual and multimedia elements contribute to the overall meaning, accuracy, tone, or intended effect. Determine the meaning of unknown and multiple-meaning words or phrases based on seventh grade reading and content, choosing flexibly from a range of strategies. Compare and contrast how authors portray similar topics, events, or issues, and interpret how the treatment affects the message. 	<p><u>AKSS</u> RI.7.1; RI.7.2; RI.7.3; RI.7.4; RI.7.5; RI.7.6; RI.7.7; RI.7.8; RI.7.9; RI.7.10; W.7.9.b; L.7.4.a-d; L.7.5.a-c; L.7.6; RH.6-7-8.1</p> <p><u>AASL</u> III.A.1-3, V.A.1-3, I.B.1-3, III.B.1-2, IV.B.1-4, VI.B.1-3, III.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>ISTE</u> 3.b,c</p>

Narrative Writing

Graduate-Level Competency:

Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
MS.4 The learner will produce clear, coherent, and effective narrative writing for a range of types, purposes, and audiences (e.g., blogs, podcasts, graphic novels, nonfiction).	<ul style="list-style-type: none"> • Use text structures, transitional devices, and narrative strategies to engage the audience and establish context, develop characters and setting, and establish chronology from problem to resolution with a sense of closure. • Maintain a point of view, tone, and style as it develops across the text. • Use correct punctuation, spelling, and grammar in a finished product. • Edit and revise text for clarity, coherence, and intent. 	<p><u>AKSS</u> W.7.3.a-e; W.7.4; W.7.5; W.7.6; W.7.10; L.7.1.a-c; L.7.2.a-b; L.7.3.a; L.7.6</p> <p><u>AASL</u> I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, C. I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>AK Digital Literacy</u> 6-12.ID.3, 6-12.ID.4</p>

Informational Writing

Graduate-Level Competencies:

Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language.

Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
MS.5 The learner will produce clear, coherent, and effective expository writing for a range of types, purposes, and audiences.	<ul style="list-style-type: none"> Identify a focus and use informational text structures to develop and elaborate on a central idea. Maintain a focus, point of view, formal style, and tone using techniques and features that organize, analyze, and elaborate on information presented. Locate and integrate relevant and credible information from a source into a text. Develop a conclusion that summarizes or synthesizes key information presented in support of a central idea. Use correct punctuation, spelling, and grammar in a finished product. Edit and revise text for clarity, coherence, and intent. 	<p><u>AKSS</u> W.7.1.a-e; W.7.2.a-f; W.7.4; W.7.5; W.7.6; W.7.7; W.7.8; W.7.9.a-b; W.7.10; L.7.1.a-c; L.7.2.a-b; L.7.3.a; L.7.6; RH.6-7-8.1</p> <p><u>AASL</u> I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>ISTE</u> 1.c, 2.b, 3., 4.b, 5.c, 6, 7.b-c</p> <p><u>AK Digital Literacy</u> 6-12.ID.3, 6-12.ID.4</p>

Opinion/Argument Writing

Graduate-Level Competencies:

Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language.

Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
MS.6 The learner will produce clear, coherent, and persuasive writing for a range of types, purposes, and audiences.	<ul style="list-style-type: none"> • Use argumentative structures and persuasive techniques to convey claims related to topic, text, and/or issue. • Locate and use reliable and credible sources (e.g., print/non-print primary and secondary sources, interviews) to expand the topic, text, and/or issue. • Maintain an authoritative stance for the claim/thesis by analyzing evidence used in support of each stated criterion for a position. • Logically connect reasons, facts, analyses, and sources to provide a conclusion. • Use correct punctuation, spelling, and grammar in a finished product. • Edit and revise text for clarity, coherence, and intent. 	<p><u>AKSS</u> W.7.1.a-e; W.7.2.a-f; W.7.4; W.7.5; W.7.6; W.7.7; W.7.8; W.7.9.a-b; W.7.10; L.7.1.a-c; L.7.2.a-b; L.7.3.a; L.7.6; RH.6-7-8.1</p> <p><u>AASL</u> I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>ISTE</u> 3.a-c</p> <p><u>AK Digital Literacy</u> 6-12.ID.3, 6-12.ID.4</p>

Speaking, Listening, and Language

Graduate-Level Competencies:

Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
MS.7 The learner will initiate and participate effectively in speaking and listening for a variety of purposes and audiences (e.g., informal discussions, formal presentations), listen to diverse perspectives, and express ideas clearly and purposefully.	<ul style="list-style-type: none"> • Present grade-appropriate information that is supported with evidence, elaborate when elicited, and respond to questions with relevant ideas or comments. • Analyze, interpret, evaluate, and use information delivered orally or visually. • Compose and orally deliver a presentation for different purposes and audiences, integrating visual, graphic, digital, and/or audio enhancements when appropriate for clarifying the message or intent. • Communicate clearly following standard English conventions. 	<p><u>AKSS</u> SL.7.1.a-d; SL.7.2; SL.7.3; SL.7.4; SL.7.5; SL.7.6; L.7.1.a-c; L.7.2.a-b; L.7.3.a; L.7.4.a-d; L.7.5.a-c; L.7.6</p> <p><u>AASL</u> I.A.1-2, III.A.1-3, III.A.1-3, IV.A.1-3, V.A.2-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>ISTE</u> 6.a, c-d</p>

Inquiry, Investigation, and Research

Graduate-Level Competency:

Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
MS.8 The learner will engage in group and individual research to investigate, analyze, integrate, and present information, demonstrating an understanding of the use of credible, relevant, and reliable sources.	<ul style="list-style-type: none"> • Conduct research projects to explore a topic, issue, or problem. • Analyze the purpose of information presented in diverse media and formats, and identify the motives (e.g., social, commercial, political) behind its presentation. • Strategically use precise language, figurative language, syntax, and discourse appropriate to an intent, purpose, and audience. • Use reasoning, planning, and evidence to determine an area of inquiry, then gather, select, and cite information to support inferences, interpretations, and analyses. 	<p><u>AKSS</u> W.7.7; W.7.8; W.7.9.a-b; L.7.6; WHST.6-7-8.7; RH.6-7-8.1</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV.A. 1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>ISTE</u> 3, 4.b</p> <p><u>AK Digital Literacy</u> 6-12.KC.2</p>

Technology

Graduate-Level Competencies:

Technological

GS.7 Learners will demonstrate the ability to appropriately use the tools of technology to gather, interpret, collaborate, and analyze information and create shareable products.

Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
MS.9 The learner will demonstrate the ability to appropriately use the tools of technology, including digital media and the Internet, to gather, interpret, and analyze information and create sharable products.	<ul style="list-style-type: none"> Strategically integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. Use digital tools and reference materials to interpret intended word meanings, expand understanding from definitional to conceptual, and apply them when communicating. 	<p><u>AKSS</u> W.7.6; W.7.7; W.7.8; SL.7.5; L.7.4.c</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV.A. 1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>ISTE</u> 6.b</p>

Required Reading and Writing Activities

The learner will:

- ✓ Read a minimum of three books per year, which may include teacher-selected texts.
- ✓ Read daily for pleasure and/or information.
- ✓ Read aloud and independently.
- ✓ Write two short-writes per semester, responding to a text in a variety of ways (e.g., personal response, interpretation, character analysis, description, critique).
- ✓ Perform a minimum of one presentation.
- ✓ Write at least two of the following multi-paragraph essays:
 - Expository essay
 - Persuasive essay
 - Narrative essay
 - Descriptive essay.
- ✓ Write one formal letter for an authentic audience.
- ✓ Read and create a variety of different styles of poetry.
- ✓ Utilize research skills, including librarians and district online resources and databases, to gather data and create a works cited document.

Suggested Supplemental Literature List

See appendix for suggested literature.

Advanced English 7

Course Details:	Overview:
Grade(s): 7	The <i>Advanced English 7</i> course emphasizes literature, writing, and critical thinking skills through a combination of essays, literature, and speaking experiences, such as formal presentations and inquiry-based discussions. This course provides a study of genres of literature and literary terms, and a variety of writing experiences, including an emphasis on the writing process and research methods. The depth and pacing will differ from <i>English 7</i> in that learners will be expected to routinely work independently on self-guided assignments and explore more complex, advanced texts. Vocabulary study is derived from seventh grade foundational vocabulary, including SAT vocabulary enrichment. Instructors are encouraged to utilize 6+1 Traits®, graphic organizers, and personalized learning strategies.
Length: Two semesters (required)	
Prerequisites: Teacher recommendation.	

Foundation Reading Skills		
Graduate- Level Competency:		
Informational Texts GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.		
Literature GS.2 Learners will demonstrate the ability to comprehend, analyze, and engage with a variety of complex print and non-print literary texts, both teacher and self-selected.		
Course/Grade Competencies	Content Objectives	Standards
MS.1 The learner will read to make meaning while flexibly using a variety of strategies to apply and extend literacy skills with fluency and independence at grade level complexity.	<ul style="list-style-type: none"> Although foundational skills are not identified beyond the sixth grade span, it is important to continue developing them with learners who may need additional support. A variety of strategies will be taught and used with learners to help them understand texts and continue to make meaning. 	<u>AKSS</u>

Reading Literature

Graduate- Level Competency:

Literature

GS.2 Learners will demonstrate the ability to comprehend, analyze, and engage with a variety of complex print and non-print literary texts, both teacher and self-selected.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
MS.2 The learner will comprehend and draw conclusions about the author's intent when reading a variety of increasingly complex literary texts from a range of cultures, and cite a range of relevant and compelling textual evidence to support their analyses.	<ul style="list-style-type: none"> Interpret a theme of the text and analyze author reasoning to develop the text, including use of textual details, textual structures, character interactions, and dialogue to progress the action. The learner will also cite evidence to support the analysis. Analyze how various literary elements and devices shape text development and impact meaning. Analyze how visual and multimedia elements of a text contribute to the meaning, tone, or intended effect of a text on the reader/viewer. Determine the meaning of unknown and multiple-meaning words or phrases based on seventh grade reading and content, choosing flexibly from a range of strategies. Compare and contrast how authors treat similar themes or literary forms for intended effect. 	<p><u>AKSS</u> RL7.1; RL7.2; RL7.3; RL7.4; RL7.5; RL7.6; RL7.7; RL7.9; RL7.10; W.7.9.a; L.7.4.a-d; L.7.5.a-c</p> <p><u>AK Cultural</u> ABD</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV.A. 1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p>

Reading Informational Texts

Graduate-Level Competency:

Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
MS.3 The learner will comprehend and draw conclusions about the author's intent when reading a variety of increasingly complex, nonfictional texts, and cite a range of relevant and compelling textual evidence to support their analyses.	<ul style="list-style-type: none"> Identify the central idea or theme, and support conclusions about how the text's organization, content, reasoning, and use of evidence supports the author's point of view. Determine the meaning of unknown and multiple-meaning words or phrases based on seventh grade reading and content, choosing flexibly from a range of strategies. Compare and contrast how authors portray similar topics, events, or issues, and interpret how the treatment affects the message. Compare and integrate relevant information from two sources, and identify conflicting information on the same topics/subjects when developing understanding of a text. <p>Analyze and explain how visual and multimedia elements contribute to the overall meaning, accuracy, tone, or intended effect.</p>	<p><u>AKSS</u> RI.7.1; RI.7.2; RI.7.3; RI.7.4; RI.7.5; RI.7.6; RI.7.7; RI.7.8; RI.7.9; RI.7.10; W.7.9.b; L.7.4.a-d; L.7.5.a-c; L.7.6; RH.6-7-8.1</p> <p><u>ISTE</u> 1.d, 3</p> <p><u>AK Digital Literacy</u> 6-12. EL.4</p> <p><u>AASL</u> III.A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, III.B.1-2, IV.B.1-4, VI.B.1-3, III.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, IV.D.1-3, V.D.1-3, VI.D.1-3</p>

Narrative Writing

Graduate-Level Competency:

Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
MS.4 The learner will produce clear, coherent, and effective narrative writing for a range of types, purposes, and audiences (e.g., blogs, podcasts, graphic novels, nonfiction).	<ul style="list-style-type: none"> • Use text structures, transitional devices, and narrative strategies to engage the audience and establish context, develop characters and setting, and establish chronology from problem to resolution with a sense of closure. • Maintain a point of view, tone, and style as it develops across the text. • Use correct punctuation, spelling, and grammar in a finished product. <p>Edit and revise text for clarity, coherence, and intent.</p>	<p><u>AKSS</u> W.7.3.a-e; W.7.4; W.7.5; W.7.6; W.7.10; L.7.1.a-c; L.7.2.a-b; L.7.3.a; L.7.6</p> <p><u>AK Digital Literacy</u> 6-12.ID.3, 6-12.ID.4</p> <p><u>AASL</u> I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p>

Informational Writing

Graduate-Level Competency:

Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language.

Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
MS.5 The learner will produce clear, coherent, and effective expository writing for a range of types, purposes, and audiences.	<ul style="list-style-type: none"> Identify a focus and use informational text structures to develop and elaborate on a central idea. Maintain a focus, point of view, formal style, and tone using techniques and features that organize, analyze, and elaborate on information presented. Locate and integrate relevant and credible information from a source into a text. Develop a conclusion that summarizes or synthesizes key information presented in support of a central idea. Use correct punctuation, spelling, and grammar in a finished product. Edit and revise text for clarity, coherence, and intent. 	<p><u>AKSS</u> W.7.1.a-e; W.7.2.a-f; W.7.4; W.7.5; W.7.6; W.7.7; W.7.8; W.7.9.a-b; W.7.10; L.7.1.a-c; L.7.2.a-b; L.7.3.a; L.7.6; RH.6-7-8.1</p> <p><u>AK Digital Literacy</u> 6-12.ID.3, 6-12.ID.4</p> <p><u>AASL</u> I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p>

Opinion/Argument Writing

Graduate-Level Competency:

Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language.

Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
MS.6 The learner will produce clear, coherent, and persuasive writing for a range of types, purposes, and audiences.	<ul style="list-style-type: none"> • Use argumentative structures and persuasive techniques to convey claims related to topic, text, and/or issue. • Locate and use reliable and credible sources (e.g., print/non-print primary and secondary sources, interviews) to expand the topic, text, and/or issue. • Maintain an authoritative stance for the claim/thesis by analyzing evidence used in support of each stated criterion for a position. • Logically connect reasons, facts, analyses, and sources to provide a conclusion. • Use correct punctuation, spelling, and grammar in a finished product. • Edit and revise text for clarity, coherence, and intent. 	<p><u>AKSS</u> W.7.1.a-e; W.7.2.a-f; W.7.4; W.7.5; W.7.6; W.7.7; W.7.8; W.7.9.a-b; W.7.10; L.7.1.a-c; L.7.2.a-b; L.7.3.a; L.7.6; RH.6-7-8.1</p> <p><u>AK Digital Literacy</u> 6-12.ID.3, 6-12.ID.4</p> <p><u>AASL</u> I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p>

Speaking, Listening, and Language

Graduate-Level Competency:

Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
MS.7 The learner will initiate and participate effectively in speaking and listening for a variety of purposes and audiences (e.g., informal discussions, formal presentations), listen to diverse perspectives, and express ideas clearly and purposefully.	<ul style="list-style-type: none"> Present grade-appropriate information that is supported with evidence, elaborate when elicited, and respond to questions with relevant ideas or comments. Analyze, interpret, evaluate, and use information delivered orally or visually. 	<p><u>AKSS</u> SL.7.1.a-d; SL.7.2; SL.7.3; SL.7.4; SL.7.5; SL.7.6; L.7.1.a-c; L.7.2.a-b; L.7.3.a; L.7.4.a-d; L.7.5.a-c; L.7.6</p> <p><u>AK Digital Literacy</u> 6-12.EL.1</p> <p><u>AASL</u> I.A.1-2, III.A.1-3, III.A.1-3, IV.A.1-3, V.A.2-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p>

Inquiry, Investigation, and Research

Graduate-Level Competency:

Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
MS.8 The learner will engage in group and individual research to investigate, analyze, integrate, and present information, demonstrating an understanding of the use of credible, relevant, and reliable sources.	<ul style="list-style-type: none"> • Compose and orally deliver a presentation for different purposes and audiences, integrating visual, graphic, digital, and/or audio enhancements when appropriate for clarifying the message or intent. • Communicate clearly following standard English conventions. • Conduct research projects to explore a topic, issue, or problem. • Analyze the purpose of information presented in diverse media and formats, and identify the motives (e.g., social, commercial, political) behind its presentation. • Strategically use precise language, figurative language, syntax, and discourse appropriate to an intent, purpose, and audience. • Use reasoning, planning, and evidence to determine an area of inquiry, then gather, select, and cite information to support inferences, interpretations, and analyses. 	<p><u>AKSS</u> W.7.7; W.7.8; W.7.9.a-b; L.7.6; WHST.6-7-8.7; RH.6-7-8.1</p> <p><u>ISTE</u> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV.A. 1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p>

Technology

Graduate-Level Competency:

Technological

GS.7 Learners will demonstrate the ability to appropriately use the tools of technology to gather, interpret, collaborate, and analyze information and create shareable products.

Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
MS.9 The learner will demonstrate the ability to appropriately use the tools of technology, including digital media and the Internet, to gather, interpret, and analyze information and create sharable products.	<ul style="list-style-type: none"> Strategically integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. Use digital tools and reference materials to interpret intended word meanings, expand understanding from definitional to conceptual, and apply them when communicating. 	<p><u>AKSS</u> W.7.6; W.7.7; W.7.8; SL.7.5; L.7.4.c</p> <p><u>ISTE</u> 3, 5.c</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV.A. 1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p>

Required Reading and Writing Activities

The learner will:

- ✓ By the end of the year, read and comprehend literature including stories, dramas, and poems at the high end of the grade level complexity.
- ✓ Read daily for pleasure and/or information.
- ✓ Read a minimum of two books per semester, which may include teacher-selected texts.
- ✓ Actively participate in small group and class discussions, which will focus on reactions and analysis of readings, sample essays, and learners' writing.
- ✓ Review a variety of writing examples, and discuss the strengths and weaknesses of vocabulary, organization, supportive detail, and effective use of rhetoric.
- ✓ Write at least three of the following multi-paragraph essays:
 - Expository essay
 - Persuasive essay
 - Narrative essay
 - Descriptive essay.
- ✓ Read, analyze, and create a variety of different styles of poetry (e.g., quatrains, sonnets, free-verse) using poetic devices such as repetition, metaphor, simile, rhyme scheme, and meter.
- ✓ Complete a formal research assignment that adheres to MLA or APA guidelines.
- ✓ Participate in peer-editing sessions in addition to receiving written teacher feedback and individual conferences.

Suggested Supplemental Literature List

See appendix for suggested literature.

English 8

Course Details:	Overview:
Grade(s): 8	Eighth grade English emphasizes both the continued development of the writing process and the critical exploration of literature. Learners read a variety of genres and utilize complex literary terms and forms as a basis for discussion, writing topics, and models. As readers respond to literature, they will continue to measure their own experiences against those of others, connecting literature to real life, other texts, and media. Learners write for a variety of purposes and authentic audiences, and conventions of good writing (such as grammar, vocabulary, spelling, sentence, and paragraph structures) are studied and applied. Instructors are encouraged to utilize strategies, such as 6+1 Trait® writing, graphic organizers, and other personalized learning strategies.
Length: Two semesters (required)	
Prerequisites: None	

Foundation Reading Skills

Graduate-Level Competencies:

Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Literature

GS.2 Learners will demonstrate the ability to comprehend, analyze, and engage with a variety of complex print and non-print literary texts, both teacher and self-selected.

Course/Grade Competencies	Content Objectives	Standards
MS.1 The learner will read to make meaning while flexibly using a variety of strategies to apply and extend literacy skills with fluency and independence at grade level complexity.	<ul style="list-style-type: none"> Although foundational skills are not identified beyond the sixth grade span, it is important to continue developing them with learners who may need additional support. A variety of strategies will be taught and used with students to help them understand texts and continue to make meaning. 	<u>AKSS</u>

Reading Literature

Graduate-Level Competency:

Literature

GS.2 Learners will demonstrate the ability to comprehend, analyze, and engage with a variety of complex print and non-print literary texts, both teacher and self-selected.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
MS.2 The learner will comprehend and draw conclusions about the author's intent when reading a variety of increasingly complex literary texts from a range of cultures, and cite a range of relevant and compelling textual evidence to support their analyses.	<ul style="list-style-type: none"> • Interpret a theme of the text and analyze author reasoning to develop the text, including use of textual details, textual structures, character interactions, and dialogue to progress the action. The learner will also cite evidence to support the analysis. • Analyze how various literary elements and devices shape text development and impact meaning. • Analyze how visual and multimedia elements of a text contribute to the meaning, tone, or intended effect of a text on the reader/viewer. • Determine the meaning of unknown and multiple-meaning words or phrases based on eighth grade reading and content, choosing flexibly from a range of strategies. • Compare and contrast how authors treat similar themes or literary forms for intended effect. 	<p><u>AKSS</u> RL.8.1; RL. 8.2; RL. 8.3; RL.8.4; RL.8.5; RL.8.6; RL.8.7; RL.8.9; RL.8.10; W.8.9.a; L.8.4.a-d; L.8.5.a-c;</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV.A. 1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>AK Cultural</u> AB, D</p>

Reading Informational Texts

Graduate-Level Competency:

Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
MS.3 The learner will comprehend and draw conclusions about the author's intent when reading a variety of increasingly complex, nonfictional texts, and cite a range of relevant and compelling textual evidence to support their analyses.	<ul style="list-style-type: none"> Analyze the central idea or theme, and support conclusions about how the text's organization, content, reasoning, and use of evidence support the author's point of view. Compare and integrate relevant information from multiple sources, and synthesize conflicting information on the same topics/subjects when developing understanding of a text. Analyze and explain how visual and multimedia elements contribute to the overall meaning, accuracy, tone, or intended effect. Determine the meaning of unknown and multiple-meaning words or phrases based on eight grade reading and content, choosing flexibly from a range of strategies. Compare and contrast how authors portray similar topics, events, or issues, and interpret how the treatment affects the message. 	<p><u>AKSS</u> RI.8.1; RI.8.2; RI.8.3; RI.8.4; RI.8.5; RI.8.6; RI.8.7; RI.8.8; RI.8.9; RI.8.10; W.8.9.b; L.8.4.a-d; L.8.5.a-c; L.8.6; RH.6-7-8.1;</p> <p><u>AASL</u> III.A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, III.B.1-2, IV.B.1-4, VI.B.1-3, III.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>ISTE</u> 3.b,c</p>

Narrative Writing

Graduate-Level Competency:

Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
MS.4 The learner will produce clear, coherent, and effective narrative writing for a range of types, purposes, and audiences (e.g., blogs, podcasts, graphic novels, nonfiction).	<ul style="list-style-type: none"> • Use text structures, transitional devices, and narrative strategies to engage the audience and establish context, develop characters and setting, and establish chronology from problem to resolution with a sense of closure. • Maintain a point of view, tone, style and coherence of theme as it develops across the text by using author's craft appropriate to the purpose. • Use correct punctuation, spelling, and grammar in a finished product. • Edit and revise text for clarity, coherence, and intent. 	<p><u>AKSS</u> W.8.3.a-e; W.8.4; W.8.5; W.8.6; W.8.10; L.8.1.a-d; L.8.2.a-c; L.8.3.a; L.8.6</p> <p><u>AASL</u> I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>AK Digital Literacy</u> 6-12.ID.3, 6-12.ID.4</p>

Informational Writing

Graduate-Level Competencies:

Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language.

Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
MS.5 The learner will produce clear, coherent, and effective expository writing for a range of types, purposes, and audiences.	<ul style="list-style-type: none"> Identify a focus and use informational text structures to develop and elaborate on a central idea or theme. Maintain a focus, point of view, formal style, and tone using techniques and features that organize, analyze, and elaborate on information presented. Locate and integrate relevant and credible information from multiple source into a text. Develop a conclusion that summarizes or synthesizes key information presented in support of a central idea or theme. Use correct punctuation, spelling, and grammar in a finished product. Edit and revise text for clarity, coherence, and intent. 	<p><u>AKSS</u> W.8.1.a-e; W.8.2.a-f; W.8.4; W.8.5; W.8.6; W.8.7; W.8.8; W.8.9.a-b; W.8.10; L.8.1.a-d; L.8.2.a-c; L.8.3.a; L.8.6; RH.6-7-8.1</p> <p><u>AASL</u> I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>ISTE</u> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c</p> <p><u>AK Digital Literacy</u> 6-12.ID.3, 6-12.ID.4</p>

Opinion/Argument Writing

Graduate-Level Competencies:

Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language.

Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
MS.6 The learner will produce clear, coherent, and persuasive writing for a range of types, purposes, and audiences.	<ul style="list-style-type: none"> • Use argumentative structures and persuasive techniques to convey claims related to topic, text, and/or issue. • Locate and use reliable and credible sources (e.g., print/non-print primary and secondary sources, interviews) to expand the topic, text, and/or issue and to support diverse points of view. • Maintain an authoritative stance for the claim/thesis by analyzing evidence used in support of each stated criterion for a position while addressing possible counterclaims. • Logically connect reasons, facts, analyses, and sources to provide a conclusion. • Use correct punctuation, spelling, and grammar in a finished product. • Edit and revise text for clarity, coherence, and intent. 	<p><u>AKSS</u> W.8.1.a-e; W.8.2.a-f; W.8.4; W.8.5; W.8.6; W.8.7; W.8.8; W.8.9.a-b; W.8.10; L.8.1.a-d; L.8.2.a-c; L.8.3.a; L.8.6; RH.6-7-8.1</p> <p><u>AASL</u> I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>AK Digital Literacy</u> 6-12.ID.3, 6-12.ID.4</p> <p><u>ISTE</u> 3.b-c, 4.b</p>

Speaking, Listening, and Language

Graduate-Level Competencies:

Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
MS.7 The learner will initiate and participate effectively in speaking and listening for a variety of purposes and audiences (e.g., informal discussions, formal presentations), listen to diverse perspectives, and express ideas clearly and purposefully.	<ul style="list-style-type: none"> • Present grade-appropriate information that is supported with evidence, elaborate when elicited, and respond to questions with relevant ideas or comments. • Analyze, interpret, evaluate, and use information delivered orally or visually. • Compose and orally deliver a presentation for different purposes and audiences, integrating visual, graphic, digital, and/or audio enhancements when appropriate for clarifying the message or intent. • Communicate clearly following standard English conventions. 	<p><u>AKSS</u> SL.8.1.a-d; SL.8.2; SL.8.3; SL.8.4; SL.8.5; SL.8.6; L.8.1.a-d; L.8.2.a-c; L.8.3.a; L.8.4.a-d; L.8.5.a-c; L.8.6</p> <p><u>AASL</u> I.A.1-2, III.A.1-3, III.A.1-3, IV.A.1-3, V.A.2-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>ISTE</u> 6.a,c-d</p>

Inquiry, Investigation, and Research

Graduate-Level Competency:

Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
MS.8 The learner will engage in group and individual research to investigate, analyze, integrate, and present information, demonstrating an understanding of the use of credible, relevant, and reliable sources.	<ul style="list-style-type: none"> • Conduct research projects to explore a topic, issue, or problem, analyzing interrelationships among concepts and perspectives. • Analyze the purpose of information presented in diverse media and formats, and evaluate the motives (e.g., social, commercial, political) behind its presentation. • Strategically use precise language, figurative language, syntax, and discourse appropriate to an intent, purpose, and audience. • Use reasoning, planning, and evidence to determine an area of inquiry, then gather, select, and cite information to support inferences, interpretations, and analyses. 	<p><u>AKSS</u> W.8.7; W.8.8; W.8.9.a-b; SL.8.2; SL.8.4; L.8.6; WHST.6-7-8.7; RH.6-7-8.1</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV.A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>ISTE</u> 3, 4.b</p>

Technology

Graduate-Level Competencies:

Technological

GS.7 Learners will demonstrate the ability to appropriately use the tools of technology to gather, interpret, collaborate, and analyze information and create shareable products.

Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
MS.9 The learner will demonstrate the ability to appropriately use the tools of technology, including digital media and the Internet, to gather, interpret, and analyze information and create sharable products.	<ul style="list-style-type: none"> Strategically integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. Use digital tools and reference materials to interpret intended word meanings, expand understanding from definitional to conceptual, and apply them when communicating. 	<p><u>AKSS</u> W.8.6; W.8.7; W.8.8; SL.8.5; L.8.4.c</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV.A. 1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>ISTE</u> 6.b</p>

Required Reading and Writing Activities

The learner will:

- ✓ Read a minimum of three books per year, which may include teacher-selected texts.
- ✓ Read daily for pleasure and/or information.
- ✓ Read aloud and independently.
- ✓ Write at least one essay from each of the following categories:
 - Expository essay
 - Persuasive essay
 - Narrative essay.
- ✓ Write three short-writes per semester responding to a text in a variety of ways (e.g., personal response, interpretation, character analysis, description, critique).
- ✓ Exchange papers and evaluate peer writing.
- ✓ Wrote one formal letter to an authentic audience.
- ✓ Perform two oral presentations.
- ✓ Read and create a variety of different styles of poetry (e.g., quatrains, sonnets, free-verse) using poetic devices such as repetition, metaphor, simile, rhyme scheme, and meter.
- ✓ Utilize research skills, including librarians and district online resources and databases, to gather data and create a works cited document that supports a multi-paragraph essay. The learner will also utilize research skills that include a formatted works cited/bibliography.

Suggested Supplemental Literature List

See appendix for suggested literature.

Advanced English 8

Course Details:	Overview:
Grade(s): 8	The <i>Advanced English 8</i> course emphasizes literature, writing, and critical thinking skills through a combination of essays, literature, and speaking experiences, such as formal presentations and inquiry-based discussions. This course provides an in-depth study of the genres of literature and complex literary terms, and a variety of writing experiences, including an emphasis on the writing process and advanced research methods culminating in a research paper. The depth and pacing will differ from <i>English 8</i> in that learners will be expected to routinely work independently, both in and out of school, on self-guided assignments and explore more complex, advanced texts; learners will be expected to take initiative with critical analysis of these texts to form their own conclusions. Vocabulary study is derived from various works of literature, including SAT vocabulary enrichment. Instructors are encouraged to utilize 6+1 Traits®, graphic organizers, and personalized learning strategies.
Length: Two semesters (required)	
Prerequisites: Teacher recommendation.	

Foundation Reading Skills

Graduate-Level Competencies:

Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Literature

GS.2 Learners will demonstrate the ability to comprehend, analyze, and engage with a variety of complex print and non-print literary texts, both teacher and self-selected.

Course/Grade Competencies	Content Objectives	Standards
MS.1 The learner will read to make meaning while flexibly using a variety of strategies to apply and extend literacy skills with fluency and independence at grade level complexity.	<ul style="list-style-type: none"> Although foundational skills are not identified beyond the sixth grade span, it is important to continue developing them with learners who may need additional support. A variety of strategies will be taught and used with learners to help them understand texts and continue to make meaning. 	<u>AKSS</u>

Reading Literature

Graduate-Level Competency:

Literature

GS.2 Learners will demonstrate the ability to comprehend, analyze, and engage with a variety of complex print and non-print literary texts, both teacher and self-selected.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
MS.2 The learner will comprehend and draw conclusions about the author's intent when reading a variety of increasingly complex literary texts from a range of cultures, and cite a range of relevant and compelling textual evidence to support their analyses.	<ul style="list-style-type: none"> • Interpret a theme of the text and analyze author reasoning to develop the text, including use of textual details, textual structures, character interactions, and dialogue to progress the action. The learner will also cite evidence to support the analysis. • Analyze how various literary elements and devices shape text development and impact meaning. • Analyze how visual and multimedia elements of a text contribute to the meaning, tone, or intended effect of a text on the reader/viewer. • Determine the meaning of unknown and multiple-meaning words or phrases based on eighth grade reading and content, choosing flexibly from a range of strategies. • Compare and contrast how authors treat similar themes or literary forms for intended effect. 	<p><u>AKSS</u> RL8.1; RL8.2; RL8.3; RL8.4; RL8.5; RL8.6; RL8.7; RL8.9; RL8.10; W.8.9.a; L.8.4.a-d; L.8.5.a-c</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV.A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-3, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>AK Cultural</u> ABD</p> <p><u>AK Digital Literacy</u> 6-12.DC.3</p>

Reading Informational Texts

Graduate-Level Competency:

Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
MS.3 The learner will comprehend and draw conclusions about the author's intent when reading a variety of increasingly complex, nonfictional texts, and cite a range of relevant and compelling textual evidence to support their analyses.	<ul style="list-style-type: none"> Analyze the central idea or theme, and support conclusions about how the text's organization, content, reasoning, and use of evidence support the author's point of view. Compare and integrate relevant information from multiple sources, and synthesize conflicting information on the same topics/subjects when developing understanding of a text. Determine the meaning of unknown and multiple-meaning words or phrases based on eight grade reading content, choosing flexibly from a range of strategies. Analyze and evaluate how authors portray similar topics, events, or issues, and interpret how the treatment affects the message. 	<p><u>AKSS</u> RI.8.1; RI.8.2; RI.8.3; RI.8.4; RI.8.5; RI.8.6; RI.8.7; RI.8.8; RI.8.9; RI.8.10; W.8.9.b; L.8.4.a-d; L.8.5.a-c; L.8.6; RH.6-7-8.1;</p> <p><u>AASL</u> III.A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, III.B.1-2, IV.B.1-4, VI.B.1-3, III.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>ISTE</u> 3.c</p>

Narrative Writing

Graduate-Level Competency:

Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
MS.4 The learner will produce clear, coherent, and effective narrative writing for a range of types, purposes, and audiences (e.g., blogs, podcasts, graphic novels, nonfiction).	<ul style="list-style-type: none"> • Use text structures, transitional devices, and narrative strategies to engage the audience and establish context, develop characters and setting, and establish chronology from problem to resolution with a sense of closure. • Maintain a point of view, tone, style and coherence of theme as it develops across the text by using author's craft appropriate to the purpose. • Use correct punctuation, spelling, and grammar in a finished product. • Edit and revise text for clarity, coherence, and intent. 	<p><u>AKSS</u> W.8.3.a-c; W.8.4; W.8.5; W.8.6; W.8.10; L.8.1.a-dc; L.8.2.a-c; L.8.3.a; L.8.6</p> <p><u>AASL</u> I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>AK Digital Literacy</u> 6-12.ID.3, 6-12.ID.4</p>

Informational Writing

Graduate-Level Competencies:

Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language.

Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
MS.5 The learner will produce clear, coherent, and effective expository writing for a range of types, purposes, and audiences.	<ul style="list-style-type: none"> • Explicitly identify a focus and use informational text structures to develop and elaborate on a central idea or theme. • Maintain a focus, point of view, formal style, and tone using techniques and features that organize, analyze, and elaborate on information presented. • Locate and integrate relevant and credible information from multiple source into a text. • Develop a conclusion that summarizes or synthesizes key information presented in support of a central idea or theme. • Use correct punctuation, spelling, and grammar in a finished product. • Edit and revise text for clarity, coherence, and intent. 	<p><u>AKSS</u> W.8.1.a-e; W.8.2.a-f; W.8.4; W.8.5; W.8.6; W.8.7; W.8.8; W.8.9.a-b; W.8.10; L.8.1.a-dc; L.8.2.a-c; L.8.3.a; L.8.6; RH.6-7-8.1;</p> <p><u>AASL</u> I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>ISTE</u> 3.b-c</p> <p><u>AK Digital Literacy</u> 6-12.ID.2, 6-12.ID.4</p>

Opinion/Argument Writing

Graduate-Level Competencies:

Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language.

Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
MS.6 The learner will produce clear, coherent, and persuasive writing for a range of types, purposes, and audiences.	<ul style="list-style-type: none"> • Use a variety of argumentative structures and persuasive techniques to convey claims and counterclaims related to topic, text, and/or issue. • Consistently and independently locate, evaluate, and use reliable and credible sources (e.g., print/non-print primary and secondary sources, interviews) to expand the topic, text, and/or issue and to support diverse points of view. • Consistently maintain an authoritative stance for the claim/thesis by analyzing evidence used in support of each stated criterion for a position while addressing counterclaims. • Logically connect reasons, facts, analyses, and sources to provide a conclusion with a sense of closure. • Use correct punctuation, spelling, and grammar in a finished product. • Edit and revise text for clarity, coherence, and intent. 	<p><u>AKSS</u> W.8.1.a-e; W.8.2.a-f; W.8.4; W.8.5; W.8.6; W.8.7; W.8.8; W.8.9.a-b; W.8.10; L.8.1.a-dc; L.8.2.a-c; L.8.3.a; L.8.6; RH.6-7-8.1;</p> <p><u>AASL</u> I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>AK Digital Literacy</u> 6-12.ID.2, 6-12.ID.4</p>

Speaking, Listening, and Language

Graduate-Level Competencies:

Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
MS.7 The learner will initiate and participate effectively in speaking and listening for a variety of purposes and audiences (e.g., informal discussions, formal presentations), listen to diverse perspectives, and express ideas clearly and purposefully.	<ul style="list-style-type: none"> • Present grade-appropriate information that is supported with evidence and elaboration while addressing questions with relevant ideas and comments. • Analyze, interpret, evaluate, and use information delivered orally or visually. • Compose and orally deliver a presentation for different purposes and audiences, integrating visual, graphic, digital, and/or audio enhancements when appropriate for clarifying the message or intent. • Communicate clearly following standard English conventions. 	<p><u>AKSS</u> SL.8.1.a-d; SL.8.2; SL.8.3; SL.8.4; SL.8.5; SL.8.6; L.8.1.a-dc; L.8.2.a-c; L.8.3.a; L.8.4.a-d; L.8.5.a-c; L.8.6;</p> <p><u>AASL</u> I.A.1-2, III.A.1-3, III.A.1-3, IV.A.1-3, V.A.2-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>ISTE</u> 6.a,c-d</p> <p><u>AK Digital Literacy</u> 6-12.DC.3</p>

Inquiry, Investigation, and Research

Graduate-Level Competency:

Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
MS.8 The learner will engage in group and individual research to investigate, analyze, integrate, and present information, demonstrating an understanding of the use of credible, relevant, and reliable sources.	<ul style="list-style-type: none"> • Create research projects to explore a topic, issue, or problem, analyzing interrelationships among concepts or perspectives. • Analyze the purpose of information presented in diverse media and formats, and evaluate the motives (e.g., social, commercial, political) behind its presentation. • Strategically use precise language, figurative language, syntax, and discourse appropriate to an intent, purpose, and audience. • Use reasoning, planning, and evidence to determine an area of inquiry, then gather, select, and cite information to support inferences, interpretations, and analyses. 	<p><u>AKSS</u> W.8.7; W.8.8; W.8.9.a-b; SL.8.2; SL.8.4; L.8.6; WHST.6-7-8.7; RH.6-7-8.1;</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV.A. 1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>ISTE</u> 1.c, 2.b, 3, 4.b, 5.c, 6,</p> <p><u>AK Digital Literacy</u> 6-12.DC.3</p>

Technology

Graduate-Level Competencies:

Technological

GS.7 Learners will demonstrate the ability to appropriately use the tools of technology to gather, interpret, collaborate, and analyze information and create shareable products.

Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
MS.9 The learner will demonstrate the ability to appropriately use the tools of technology, including digital media and the Internet, to gather, interpret, and analyze information and create sharable products.	<ul style="list-style-type: none"> Strategically integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. Use digital tools and reference materials to interpret intended word meanings, expand understanding from definitional to conceptual, and apply them when communicating. 	<p><u>AKSS</u> W.8.6; W.8.7; W.8.8; SL.8.5; L.8.4.c;</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV.A. 1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>ISTE</u> 4</p>

Required Reading and Writing Activities

The learner will:

- ✓ By the end of the year, read and comprehend literature, including stories, dramas, and poems at the high end of grade level complexity.
- ✓ Read daily for pleasure and/or information.
- ✓ Read a minimum of two books per semester, which may include teacher-selected texts.
- ✓ Actively participate in small group and class discussions, which will focus on reactions and analysis of readings, sample essays, and learners' writing.
- ✓ For each writing assignment, review a variety of examples and discuss the strengths and weaknesses of vocabulary, organization, supportive detail, and effective use of rhetoric.
- ✓ Write at least one essay from each of the following categories:
 - Expository essay
 - Persuasive essay
 - Narrative essay
 - Descriptive.
- ✓ Read, analyze, and create a variety of different styles of poetry (e.g., quatrains, sonnets, free-verse) using poetic devices such as repetition, metaphor, simile, rhyme scheme, and meter.
- ✓ Complete a formal research paper that adheres to MLA or APA guidelines.
- ✓ Participate in peer-editing sessions in addition to receiving written teacher feedback and individual conferences.

Suggested Supplemental Literature List

See appendix for suggested literature.

Middle School Electives (Grades 7 – 8)

Journalism & Publication

Course Details:	Overview:
Grade(s): 7-8	<i>Journalism and Publication</i> teaches the steps involved in publishing. Production of publications includes article writing, page layout and design, scheduling of projects, meeting deadlines, revising, and editing. Learners will explore publishing in various media.
Length: One semester	
Prerequisites: None	

Foundation Reading Skills

Graduate-Level Competencies:

Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Literature

GS.2 Learners will demonstrate the ability to comprehend, analyze, and engage with a variety of complex print and non-print literary texts, both teacher and self-selected.

Course/Grade Competencies	Content Objectives	Standards
MS.1 The learner will read to make meaning while flexibly using a variety of strategies to apply and extend literacy skills with fluency and independence at grade level complexity.	<ul style="list-style-type: none"> Although foundational skills are not identified beyond the sixth grade span, it is important to continue developing them with learners who may need additional support. A variety of strategies will be taught and used with learners to help them understand texts and continue to make meaning. 	<u>AKSS</u>

Reading & Media Literacy

Graduate-Level Competencies:

Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
MS.8 The learner will engage in group and individual research to investigate, analyze, integrate, and present information, demonstrating an understanding of the use of credible, relevant, and reliable sources.	<ul style="list-style-type: none"> • Explore various forms of media publications including newspapers, magazines, television, and electronic media forum. • Organize and analyze notes and information. • Demonstrate an understanding of the responsibilities of ethical journalism (e.g., respecting copyrighted material, citing sources of information). • Identify common newspaper parts and terms. • Identify the various types of articles including news, editorials, features, and sports. • Analyze the persuasive techniques used by the media to influence audiences. • Recognize bias in journalism. 	<p><u>AKSS</u> RI.8.1; RI.8.2; RI.8.3; RI.8.4; RI.8.5; RI.8.6; RI.8.7; RI.8.8; RI.8.9; RI.8.10; W.8.9.b; L.8.4.a-d; L.8.5.a-c; L.8.6; RH.6-7-8.1</p> <p><u>ISTE</u> 2.b-c, 3.b-d, 7.d</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV.A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p>

Communication

Graduate-Level Competencies:

Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
MS.5 The learner will produce clear, coherent, and effective expository writing for a range of types, purposes, and audiences.	<ul style="list-style-type: none"> • Write a variety of news articles and opinion statements. • Apply revising and editing skills in publishing stories and informational material. • Interview a primary source. • Use the conventions of journalism. • Gather and organize information for news articles. • Understand the elements of publication (e.g., roles, responsibilities, presentation). 	<p><u>AKSS</u> W.8.1.a-e; W.8.2.a-f; W.8.4; W.8.5; W.8.6; W.8.7; W.8.8; W.8.9.a-b; W.8.10; L.8.1.a-d; L.8.2.a-c; L.8.3.a; L.8.6; RH.6-7-8.1; SL.8.1.a-d; SL.8.2; SL.8.3; SL.8.4; SL.8.5; SL.8.6; L.8.4.a-d; L.8.5.a-c; WHST.6-7-8.6</p> <p><u>AASL</u> I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>ISTE</u> 1.c, 2.b-c, 3.a-c, 6.a,c-d, 7.a-b</p> <p><u>AK Digital Literacy</u> 6-12.CC.4</p>

Suggested Activities

- Create a classroom or school newspaper.
- Edit copy for final publication.
- Prepare school-wide publications including banners, signs, newspapers, advertisements, literary magazines, and digital content.
- Keep a log of television viewing and computer usage, and analyze the effect of media on students.
- Compare and contrast a variety of newspapers and other media publications for point of view, bias, and quality.
- News source scavenger hunt.
- Write articles from specific perspectives and biases.

Middle School Literature

Course Details:	Overview:
Grade(s): 7-8 (6 th grade in middle school)	<i>Middle School Literature</i> focuses on the reading of various types of literature with an emphasis on reading as a process. The course will include an introduction to elements of literature, enhancement of comprehension skills, application of literature to real-life situations, and integration of reading, writing, speaking, and listening activities. It will also integrate interdisciplinary materials and nonfiction from a variety of media.
Length: One semester	
Prerequisites: None	

Foundation Reading Skills

Graduate-Level Competencies:

Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Literature

GS.2 Learners will demonstrate the ability to comprehend, analyze, and engage with a variety of complex print and non-print literary texts, both teacher and self-selected.

Course/Grade Competencies	Content Objectives	Standards
MS.1 The learner will read to make meaning while flexibly using a variety of strategies to apply and extend literacy skills with fluency and independence at grade level complexity.	<ul style="list-style-type: none"> Although foundational skills are not identified beyond the sixth grade span, it is important to continue developing them with learners who may need additional support. A variety of strategies will be taught and used with learners to help them understand texts and continue to make meaning. 	<u>AKSS</u>

Reading Literature

Graduate-Level Competency:

Literature

GS.2 Learners will demonstrate the ability to comprehend, analyze, and engage with a variety of complex print and non-print literary texts, both teacher and self-selected.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
MS.2 The learner will comprehend and draw conclusions about the author's intent when reading a variety of increasingly complex literary texts from a range of cultures, and cite a range of relevant and compelling textual evidence to support their analyses.	<ul style="list-style-type: none"> • Read independently for pleasure and information. • Demonstrate understanding of figurative language. • Identify different forms of literature, including multicultural literature. • Interpret literature using literary elements. • Analyze connections to individuals, ideas, or events. • Expand reading, writing, and/or speaking vocabulary in connection with literature. • Gather meaning from print and non-print text by applying reading comprehension skills. • Analyze how the author's point of view affects the text. 	<p><u>AKSS</u> RL.8.1; RL. 8.2; RL. 8.3; RL.8.4; RL.8.5; RL.8.6; RL.8.7; RL.8.9; RL.8.10; W.8.9.a; L.8.4.a-d; L.8.5.a-c</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV.A. 1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>AK Cultural</u> ABD</p>

Writing/Composition

Graduate-Level Competency:

Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
MS.4 The learner will produce clear, coherent, and effective narrative writing for a range of types, purposes, and audiences (e.g., blogs, podcasts, graphic novels, nonfiction).	<ul style="list-style-type: none"> • Demonstrate the ability to use the writing process in reader response (e.g., graphic organizers, plot diagrams, character mapping). • Use correct punctuation, spelling, and grammar in a finished product. • Organize ideas using appropriate structures (e.g., importance, chronology, comparison/contrast, and classification). 	<u>AKSS</u> W.8.3.a-e; W.8.4; W.8.5; W.8.6; W.8.10; L.8.1.a-d; L.8.2.a-c; L.8.3.a; L.8.6

Speaking and Listening

Graduate-Level Competencies:

Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
MS.7 The learner will initiate and participate effectively in speaking and listening for a variety of purposes and audiences (e.g., informal discussions, formal presentations), listen to diverse perspectives, and express ideas clearly and purposefully.	<ul style="list-style-type: none"> • Listen to and participate in oral reading. • Present readings to a variety of audiences with relevant evidence, valid reasoning, and details that support point of view. • Use appropriate eye contact, volume, tone, and clear pronunciation. • Pose questions and respond to other's comments and questions. 	<p><u>AKSS</u> SL.8.1.a-d; SL.8.2; SL.8.3; SL.8.4; SL.8.5; SL.8.6; L.8.1.a-d; L.8.2.a-c; L.8.3.a; L.8.4.a-d; L.8.5.a-c; L.8.6</p> <p><u>AASL</u> I.A.1-2, III.A.1-3, III.A.1-3, IV.A.1-3, V.A.2-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p>

Media Literacy

Graduate-Level Competency:

Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
MS.8 The learner will engage in group and individual research to investigate, analyze, integrate, and present information, demonstrating an understanding of the use of credible, relevant, and reliable sources.	<ul style="list-style-type: none"> Analyze content and techniques of various media, applying skills such as fact vs. opinion, emotional appeals, inferences, predictions, and evaluations. Identify the message and target audience of video, print, and other media. Interact with computer resources to extend research, (i.e., Internet searches and other computer reference tools). 	<p><u>AKSS</u> W.8.6; W.8.7; W.8.8; SL.8.5; L.8.4.c</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV.A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>ISTE</u> 3.b-c</p>

Suggested Activities

- Oral reading strategies.
- Rehearse choral readings.
- Read to younger audiences where available.
- Read at home at least 30 minutes per day.
- Novel studies from works read both at home and in class.
- Use journals for reflective writing on an ongoing basis.
- Use newspapers regularly in the classroom.
- Compare/contrast movies with original literary works.
- Evaluate personal television viewing.
- Read poetry.
- Literature Circles
- Readers' Theater
- Use graphic organizers and/or Thinking Maps®.
- Teacher Read-Aloud and Think-Aloud.
- Read weekly news magazines or online material.

Nonfiction Forum

Course Details:	Overview:
Grade(s): 7-8	<i>Nonfiction Forum</i> focuses on the reading of course texts and informational resources. Composition, speech, research, and aligned literature will be incorporated as components, as well as study and test-taking skills. <i>Nonfiction Forum</i> can support content from other core courses, such as Social Studies or Science.
Length: One semester; may be taken up to four times, as needed.	
Prerequisites: Teacher recommendation	

Foundation Reading Skills		
Graduate-Level Competency:		
Informational Texts GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.		
Course/Grade Competencies	Content Objectives	Standards
MS.1 The learner will read to make meaning while flexibly using a variety of strategies to apply and extend literacy skills with fluency and independence at grade level complexity.	<ul style="list-style-type: none"> Although foundational skills are not identified beyond the sixth grade span, it is important to continue developing them with learners who may need additional support. A variety of strategies will be taught and used with learners to help them understand texts and continue to make meaning. 	<u>AKSS</u>

Reading Nonfiction

Graduate-Level Competency:

Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
MS.3 The learner will comprehend and draw conclusions about the author's intent when reading a variety of increasingly complex, nonfictional texts, and cite a range of relevant and compelling textual evidence to support their analyses.	<ul style="list-style-type: none"> • Read daily. • Reflect and respond to different ideas found in written, oral, and visual materials, and connect them to life. • Make predictions and connections between text. • Practice pre-reading activities, including preview of text organization and section titles, vocabulary, and summary questions. • Recognize relationships of concepts, such as cause and effect, fact and opinion, bias and propaganda, and compare and contrast. • Recognize and understand analogies, similes, and metaphors in nonfiction texts. 	<p><u>AKSS</u> RI.8.1; RI.8.2; RI.8.3; RI.8.4; RI.8.5; RI.8.6; RI.8.7; RI.8.8; RI.8.9; RI.8.10; W.8.9.b; L.8.4.a-d; L.8.5.a-c; L.8.6; RH.6-7-8.1</p> <p><u>AASL</u> III.A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, III.B.1-2, IV.B.1-4, VI.B.1-3, III.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, IV.D.1-3, V.D.1-3, VI.D.1-3</p>

Speaking, Listening, and Viewing

Graduate-Level Competencies:

Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
MS.7 The learner will initiate and participate effectively in speaking and listening for a variety of purposes and audiences (e.g., informal discussions, formal presentations), listen to diverse perspectives, and express ideas clearly and purposefully.	<ul style="list-style-type: none"> • Ask questions to clarify information. • Summarize main ideas, concepts, and supporting details. • View, listen, and respond to varied readings and media on social or civic concepts. • Identify message and target audience of video, print, and radio advertisements. • State and justify main ideas and supporting details, incorporating content area vocabulary and varied sources. 	<p><u>AKSS</u> SL.8.1.a-d; SL.8.2; SL.8.3; SL.8.4; SL.8.5; SL.8.6; L.8.1.a-d; L.8.2.a-c; L.8.3.a; L.8.4.a-d; L.8.5.a-c; L.8.6</p> <p><u>AASL</u> I.A.1-2, III.A.1-3, III.A.1-3, IV.A.1-3, V.A.2-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p>

Technology

Graduate-Level Competencies:

Technological

GS.7 Learners will demonstrate the ability to appropriately use the tools of technology to gather, interpret, collaborate, and analyze information and create shareable products.

Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
MS.9 The learner will demonstrate the ability to appropriately use the tools of technology, including digital media and the Internet, to gather, interpret, and analyze information and create sharable products.	<ul style="list-style-type: none"> Strategically integrate multimedia and visual displays into presentations. Use digital tools and reference materials to interpret intended word meanings, expand understanding from definitional to conceptual, and apply them when communicating. 	<p><u>AKSS</u> W.8.6; W.8.7; W.8.8; SL.8.5; L.8.4.c I.A.1-2, II.A.1-3, III.A.1-3, IV.A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>ISTE</u> 1.d</p>

Suggested Activities

- Project Citizen
- Analyze portrayal of news events via varied media.
- Compare visual representation of history with textual representation, using timelines or graphic organizers.
- Keep a notebook documenting varied study skill options.
- Performance assessment forums such as plays, testimony, court scenes, taped readings, models, and technological presentations.
- Compile a personal portfolio of varied projects that incorporate print and non-print media.

Speech & Debate

Course Details:	Overview:
Grade(s): 7-8	In this course students will learn to prepare debate cases, in addition to learning the speech skills taught in the required English courses. Emphasis will be on argumentative skills and logical organization.
Length: One semester	
Prerequisites: None	

Foundation Reading Skills		
Graduate-Level Competency:		
Informational Texts GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.		
Course/Grade Competencies	Content Objectives	Standards
MS.1 The learner will read to make meaning while flexibly using a variety of strategies to apply and extend literacy skills with fluency and independence at grade level complexity.	<ul style="list-style-type: none"> Although foundational skills are not identified beyond the sixth grade span, it is important to continue developing them with learners who may need additional support. A variety of strategies will be taught and used with learners to help them understand texts and continue to make meaning. 	<u>AKSS</u>

Reading Informational Text

Graduate-Level Competency:

Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
MS.3 The learner will comprehend and draw conclusions about the author's intent when reading a variety of increasingly complex, nonfictional texts, and cite a range of relevant and compelling textual evidence to support their analyses.	<ul style="list-style-type: none"> Analyze and explain how visual and multimedia elements contribute to the overall meaning, accuracy, tone, or intended effect. Compare and integrate relevant information from multiple sources, and synthesize conflicting information on the same topics/subjects when developing understanding of a text. Determine the meaning of unknown and multiple-meaning words or phrases based on grade-level reading and content, choosing flexibly from a range of strategies. Compare and contrast how authors portray similar topics, events, or issues, and interpret how the treatment affects the message. 	<p><u>AKSS</u> RI.8.1; RI.8.2; RI.8.3; RI.8.4; RI.8.5; RI.8.6; RI.8.7; RI.8.8; RI.8.9; RI.8.10; W.8.9.b; L.8.4.a-d; L.8.5.a-c; L.8.6; RH.6-7-8.1</p> <p><u>AASL</u> III.A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, III.B.1-2, IV.B.1-4, VI.B.1-3, III.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>ISTE</u> 1.c-d, 3.b-c</p>

Informational Writing

Graduate-Level Competencies:

Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language.

Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
MS.6 The learner will produce clear, coherent, and persuasive writing for a range of types, purposes, and audiences.	<ul style="list-style-type: none"> • Identify a focus and use informational text structures to develop and elaborate on a central idea or theme. • Maintain a focus, point of view, formal style, and tone using techniques and features that organize, analyze, and elaborate on information presented. • Locate and integrate relevant and credible information from sources into a text. • Develop a conclusion that summarizes or synthesizes key information presented in support of a central idea or theme. • Use argumentative structures and persuasive techniques to convey claims and counterclaims related to a topic, text, and/or issue. • Locate and use reliable and credible sources (print/non-print primary and secondary sources, interviews, etc.) to expand the topic, text, or issue and to support diverse points of view. • Maintain an authoritative stance for the claim/thesis by analyzing evidence used in support of each stated criterion for a position while addressing possible counterclaims. • Logically connect reasons, facts, analyses, and sources to provide a conclusion. • Use correct punctuation, spelling, and grammar in a finished product. • Edit and revise a text for clarity, coherence, and intent. 	<p><u>AKSS</u> W.8.1.a-e; W.8.2.a-f; W.8.4; W.8.5; W.8.6; W.8.7; W.8.8; W.8.9.a-b; W.8.10; L.8.1.a-d; L.8.2.a-c; L.8.3.a; L.8.6; RH.6-7-8.1</p> <p><u>AASL</u> I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>AK Digital Literacy</u> 6-12.ID.3, 6-12.ID.4</p>

Speaking, Listening, and Language

Graduate-Level Competencies:

Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
MS.7 The learner will initiate and participate effectively in speaking and listening for a variety of purposes and audiences (e.g., informal discussions, formal presentations), listen to diverse perspectives, and express ideas clearly and purposefully.	<ul style="list-style-type: none"> • Demonstrate self-confidence through expression and awareness of dramatic abilities and oral language. • Apply speech preparation skills such as gathering information, note card preparation, and speech organization. • Practice delivery skills such as volume, intonation, eye contact, poise, and enunciation. • Demonstrate speaking skills by preparing and delivering a variety of speeches and debates. • Respond to and evaluate the content and style of their and other learner's speeches. • Demonstrate the ability to be active, respectful, and supportive audience members. 	<p><u>AKSS</u> W.8.7; W.8.8; W.8.9.a-b; SL.8.2; SL.8.4; L.8.6; WHST.6-7-8.7; RH.6-7-8.1</p> <p><u>AASL</u> I.A.1-2, III.A.1-3, III.A.1-3, IV.A.1-3, V.A.2-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p>

Suggested Activities

- Extemporaneous speaking
- Teacup debates
- Tennis debates
- Practice preparing and delivering basic types of speeches: impromptu, oral interpretation, demonstration, informative, and persuasive.
- Apply a rubric in evaluating and critiquing peer speeches.
- Use technology in delivery of at least one speech (document camera, projector, laptop, video camera, Internet, etc.).
- Write original speeches in the informative, demonstrative, and persuasive modes.

Speech & Drama

Course Details:	Overview:
Grade(s): 7-8	<i>Speech and Drama</i> is a semester course in which students prepare and deliver speeches, explore the history of theater, study parts of the physical theater, and experience the various jobs in producing and performing a play. It adds flexibility for various school schedules.
Length: One semester	
Prerequisites: None	

Foundation Reading Skills		
Graduate-Level Competencies:		
<p>Informational Texts GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.</p> <p>Literature GS.2 Learners will demonstrate the ability to comprehend, analyze, and engage with a variety of complex print and non-print literary texts, both teacher and self-selected.</p>		
Course/Grade Competencies	Content Objectives	Standards
MS.1 The learner will read to make meaning while flexibly using a variety of strategies to apply and extend literacy skills with fluency and independence at grade level complexity.	<ul style="list-style-type: none"> Although foundational skills are not identified beyond the sixth grade span, it is important to continue developing them with learners who may need additional support. A variety of strategies will be taught and used with learners to help them understand texts and continue to make meaning. 	<u>AKSS</u>

Reading Literature

Graduate-Level Competency:

Literature

GS.2 Learners will demonstrate the ability to comprehend, analyze, and engage with a variety of complex print and non-print literary texts, both teacher and self-selected.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
MS.2 The learner will comprehend and draw conclusions about the author's intent when reading a variety of increasingly complex literary texts from a range of cultures, and cite a range of relevant and compelling textual evidence to support their analyses.	<ul style="list-style-type: none"> • Interpret a theme of the text and analyze author reasoning to develop the text, including use of textual details, textual structures, character interactions, and dialogue to progress the action. The learner will also cite evidence to support the analysis. • Analyze how various literary elements and devices shape text development and impact meaning. • Determine the meaning of unknown and multiple-meaning words or phrases based on grade-level reading and content, choosing flexibly from a range of strategies. • Compare and contrast how authors treat similar themes or use literary forms for intended effect. 	<p><u>AKSS</u> RL.8.1; RL. 8.2; RL. 8.3; RL.8.4; RL.8.5; RL.8.6; RL.8.7; RL.8.9; RL.8.10; W.8.9.a; L.8.4.a-d; L.8.5.a-c</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV.A. 1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>AK Cultural</u> AB, D</p>

Reading Informational Texts

Graduate-Level Competency:

Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
MS.3 The learner will comprehend and draw conclusions about the author's intent when reading a variety of increasingly complex, nonfictional texts, and cite a range of relevant and compelling textual evidence to support their analyses.	<ul style="list-style-type: none"> Analyze and explain how visual and multimedia elements contribute to the overall meaning, accuracy, tone, or intended effect. Determine the meaning of unknown and multiple-meaning words or phrases based on grade-level reading and content, choosing flexibly from a range of strategies. Compare and contrast how authors portray similar topics, events, or issues, and interpret how the treatment affects the message. 	<p><u>AKSS</u> RI.8.1; RI.8.2; RI.8.3; RI.8.4; RI.8.5; RI.8.6; RI.8.7; RI.8.8; RI.8.9; RI.8.10; W.8.9.b; L.8.4.a-d; L.8.5.a-c; L.8.6; RH.6-7-8.1</p> <p><u>AASL</u> III.A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, III.B.1-2, IV.B.1-4, VI.B.1-3, III.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, IV.D.1-3, V.D.1-3, VI.D.1-3</p>

Informational Writing

Graduate-Level Competency:

Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
MS.5 The learner will produce clear, coherent, and effective expository writing for a range of types, purposes, and audiences.	<ul style="list-style-type: none"> Identify a focus and use informational text structures to develop and elaborate on a central idea or theme. Maintain a focus, point of view, formal style, and tone using techniques and features that organize, analyze, and elaborate on information presented. Locate and integrate relevant and credible information from sources into a text. Develop a conclusion that summarizes or synthesizes key information presented in support of a central idea or theme. Use correct punctuation, spelling, and grammar in a finished product. Edit and revise a text for clarity, coherence, and intent. 	<p><u>AKSS</u> W.8.1.a-e; W.8.2.a-f; W.8.4; W.8.5; W.8.6; W.8.7; W.8.8; W.8.9.a-b; W.8.10; L.8.1.a-d; L.8.2.a-c; L.8.3.a; L.8.6; RH.6-7-8.1</p> <p><u>AASL</u> I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>Digital Literacy</u> 6-12.ID.3, 6-12.ID.4</p>

Opinion/Argument Writing

Graduate-Level Competencies:

Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language.

Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
MS.6 The learner will produce clear, coherent, and persuasive writing for a range of types, purposes, and audiences.	<ul style="list-style-type: none"> • Use argumentative structures and persuasive techniques to convey claims and counterclaims related to topic, text, and/or issue. • Locate and use reliable and credible sources (e.g., print/non-print primary and secondary sources, interviews) to expand the topic, text, or issue, and to support diverse points of view. • Maintain an authoritative stance for the claim/thesis by analyzing evidence used in support of each stated criterion for a position while addressing possible counterclaims. • Logically connect reasons, facts, analyses, and sources to provide a conclusion. • Use correct punctuation, spelling, and grammar in a finished product. • Edit and revise my text for clarity, coherence, and intent. 	<p><u>AKSS</u> W.8.1.a-e; W.8.2.a-f; W.8.4; W.8.5; W.8.6; W.8.7; W.8.8; W.8.9.a-b; W.8.10; L.8.1.a-d; L.8.2.a-c; L.8.3.a; L.8.6; RH.6-7-8.1</p> <p><u>AASL</u> I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>Digital Literacy</u> 6-12.ID.3, 6-12.ID.4</p> <p><u>ISTE</u> 1.c, 2.b-c, 3.a-c, 6.a,c-d, 7.a-b</p>

Speaking, Listening, and Language

Graduate-Level Competencies:

Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
MS.7 The learner will initiate and participate effectively in speaking and listening for a variety of purposes and audiences (e.g., informal discussions, formal presentations), listen to diverse perspectives, and express ideas clearly and purposefully.	<ul style="list-style-type: none"> • Demonstrate self-confidence through expression and awareness of dramatic abilities and oral language. • Apply speech preparation skills such as gathering information, note card preparation, and speech organization. • Practice delivery skills such as volume, intonation, eye contact, poise, and enunciation. • Demonstrate speaking skills by preparing and delivering a variety of speeches. • Respond to and evaluate the content and style of their and other learners' speeches. • Demonstrate ability to be active, respectful, and supportive audience members. 	<p><u>AKSS</u> W.8.7; W.8.8; W.8.9.a-b; SL.8.2; SL.8.4; L.8.6; WHST.6-7-8.7; RH.6-7-8.1</p> <p><u>AASL</u> I.A.1-2, III.A.1-3, III.A.1-3, IV.A.1-3, V.A.2-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p>

Theater and Play Production

Graduate-Level Competencies:

Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
MS.10 The learner will have a working knowledge of theater history and apply stage terminology to a production.	<ul style="list-style-type: none"> • Demonstrate knowledge of the major periods in the history of theater (e.g., Greek and Roman drama, Middle Ages, Elizabethan drama, American drama, and multicultural oral traditions). • Demonstrate knowledge of theater types and basic stage terminology. • Experience the various jobs in a play production by presenting scenes from a play. • Demonstrate knowledge of staging. • Demonstrate knowledge of public relations and crew duties. • Demonstrate ability to perform basic acting skills including pantomime, improvisation, and characterization. 	<u>AKSS</u> RL8.7; RST.6-7-8.7

Technology

Graduate-Level Competencies:

Technological

GS.7 Learners will demonstrate the ability to appropriately use the tools of technology to gather, interpret, collaborate, and analyze information and create shareable products.

Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
MS.9 The learner will demonstrate the ability to appropriately use the tools of technology, including digital media and the Internet, to gather, interpret, and analyze information and create sharable products.	<ul style="list-style-type: none"> Strategically integrate multimedia and visual displays into presentations. Use digital tools and reference materials to interpret intended word meanings, expand understanding from definitional to conceptual, and apply them when communicating. 	<p><u>AKSS</u> W.8.6; W.8.7; W.8.8; SL.8.5; L.8.4.c</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV.A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p>

Suggested Activities

- Practice preparing and delivering basic types of speeches (e.g., impromptu, oral interpretation, demonstration, informative, and persuasive).
- Regular individual and small group pantomime and improvisation activities.
- Dramatic interpretation of short children's literature.
- Reader's Theater

English Language Learners (Middle School: ELL Levels 1-2)

U.S. Culture and Expressions

Course Details:	Overview:
Grade(s): 7-8	This English-elective course is designed to be taken concurrently with <i>U.S. English I</i> in order to provide WIDA level 1 & 2 learners with an intensive initial environment for English language acquisition. It introduces newcomer learners to cultural values, traditions, and lifestyles in the United States, including the arenas of home, family, school, community, and the work place. ELL Program certified staff recommendation is required, and teaching assignments must be approved through the ELL program.
Length: one – two semesters	
Prerequisites: ELL-Program eligible, Entering or Emerging (WIDA levels 1-2), and instructor recommendation	

Informational Texts

Graduate-Level Competency:

Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
ELL.1 Receptive (Listening and Reading/Viewing)*	<ul style="list-style-type: none"> • Read and write words, phrases, or chunks of language. • Annotate and highlight text using examples and models as needed. • Make educated guesses about word meanings in context, with teacher guidance and instruction. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

*These will be based on WIDA Language Development Standards and Proficiency Level Descriptions, which are currently being developed (<https://wida.wisc.edu/teach/standards/eld>).

**WIDA Standards are currently being revised and new standards may be available at a future date.

Speaking and Listening

Graduate-Level Competencies:

Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
ELL.4 Productive (Speaking and Writing)*	<ul style="list-style-type: none"> • Make simple grammatical constructions and phrasal patterns associated with common social instructional situations. • Practice different modes of communication. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.
ELL.5 Receptive (Listening and Reading/Viewing)*	<ul style="list-style-type: none"> • Understand everyday social and instructional words and expressions. • Develop an understanding of the speaker's tone and body language; support the speaker through engaged body language and appropriate verbal responses. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

*These will be based on WIDA Language Development Standards and Proficiency Level Descriptions, which are currently being developed (<https://wida.wisc.edu/teach/standards/eld>).

**WIDA Standards are currently being revised and new standards may be available at a future date.

Technology

Graduate-Level Competency:

Technological

GS.7 Learners will demonstrate the ability to appropriately use the tools of technology to gather, interpret, collaborate, and analyze information and create shareable products

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
ELL.7 Receptive (Listening and Reading/Viewing)* and Productive (Speaking and Writing)*	<ul style="list-style-type: none"> • Use technology to support learning. • Use online word processing programs to write and to create projects. • Use technology to demonstrate learning and present material, with teacher guidance. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

Additional Resources

Textbooks, student-issued learning materials, and/or instructional resources will be used as appropriate.

For additional site-based options, see the supplemental book list in the appendix.

English Language Development Standards**

- **Standard 1:** English language learners communicate for social and instructional purposes within the school setting.
- **Standard 2:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.
- **Standard 3:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.
- **Standard 4:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.
- **Standard 5:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

*These will be based on WIDA Language Development Standards and Proficiency Level Descriptions, which are currently being developed (<https://wida.wisc.edu/teach/standards/eld>).

**WIDA Standards are currently being revised and new standards may be available at a future date.

U.S. English I

Course Details:	Overview:
Grade(s): 7-8	<p>This course uses research-based strategies to address and meet the second-language acquisition needs of Entering and Emerging (WIDA levels 1 & 2) English learners who have little to no prior knowledge of the English language. The course supports learners as they begin developing English language proficiency, with an emphasis on the phonetic sounds present in the English language, basic vocabulary needed in a school context, and the development of basic interpersonal communicative skills and life-skills. Also introduced are basic grammar skills (including parts of speech), the use of high frequency vocabulary, orientation to United States high school culture and procedures, as well as intentional and discrete focus on the four domains: writing at the sentence level; reading and comprehending simple text in English (both literary as well as expository); listening in context-rich situations and for specific information; and speaking for everyday communication. Delivery of instruction is multi-media, multi-modal, and culturally-appropriate.</p> <p>EL Program certified staff recommendation is required, and teaching assignments must be approved through the ELL program.</p> <p>This course may fulfill 1-2 semesters of required English credits for Entering to Emerging learners, as determined by the appropriate WIDA English Language Proficiency Assessment.</p>
Length: two semesters	
Prerequisites: ELL-Program eligible, Entering or Emerging (WIDA levels 1-2), and instructor recommendation	

Informational Texts

Graduate-Level Competency:

Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
ELL.1 Receptive (Listening and Reading/Viewing)*	<ul style="list-style-type: none"> • Read and write words, phrases, or chunks of language. • Annotate and highlight text using examples and models as needed. • Make inferences about word meanings in context, with teacher guidance and instruction. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

*These will be based on WIDA Language Development Standards and Proficiency Level Descriptions, which are currently being developed (<https://wida.wisc.edu/teach/standards/eld>).

**WIDA Standards are currently being revised and new standards may be available at a future date.

Speaking and Listening

Graduate-Level Competencies:

Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
ELL.4 Productive (Speaking and Writing)*	<ul style="list-style-type: none"> • Make simple grammatical constructions and phrasal patterns associated with common social instructional situations. • Practice different modes of communication. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.
ELL.5 Receptive (Listening and Reading/Viewing)*	<ul style="list-style-type: none"> • Understand everyday social and instructional words and expressions. • Develop an understanding of the speaker's tone and body language; support the speaker through engaged body language and appropriate verbal responses. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

*These will be based on WIDA Language Development Standards and Proficiency Level Descriptions, which are currently being developed (<https://wida.wisc.edu/teach/standards/eld>).

**WIDA Standards are currently be revised and new standards may be available at a future date.

Technology

Graduate-Level Competency:

Technological

GS.7 Learners will demonstrate the ability to appropriately use the tools of technology to gather, interpret, collaborate, and analyze information and create shareable products.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
ELL.7 Receptive (Listening and Reading/Viewing)* and Productive (Speaking and Writing)*	<ul style="list-style-type: none"> • Use technology to support learning. • Use online word processing programs to write and to create projects. • Use technology to demonstrate learning and present material, with teacher guidance. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

Additional Resources

Textbooks, student-issued learning materials, and/or instructional resources will be used as appropriate.

For additional site-based options, see the supplemental book list in the appendix.

English Language Development Standards**

- **Standard 1:** English language learners communicate for social and instructional purposes within the school setting.
- **Standard 2:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.
- **Standard 3:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.
- **Standard 4:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.
- **Standard 5:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

*These will be based on WIDA Language Development Standards and Proficiency Level Descriptions, which are currently being developed (<https://wida.wisc.edu/teach/standards/eld>).

**WIDA Standards are currently being revised and new standards may be available at a future date.

U.S. English II

Course Details:	Overview:
Grade(s): 7-8	<p>This differentiated course uses research-based strategies that support language acquisition to address and meet the needs of Entering and Emerging (WIDA levels 1 & 2) English learners who continue to need instruction at the Emerging level of English Language Development. The goal of this class is to build on foundational language skills to enable learners to use English in accessing increasing amounts of grade level content. Learners will explore literature and informational text to further develop reading, writing, speaking, listening, research, technological, and media literacy skills. These skills include basic grammar skills (including parts of speech), the use of high frequency vocabulary, use of tools to create increasing competency in conventions of standard English, and orientation to United States high school culture and procedures, as well as intentional and discrete focus on the four domains incorporating grade level skills/ competencies and content area vocabulary: writing at the sentence and paragraph level; reading and comprehending simple text in English (both literary as well as expository); listening in context-rich situations and for specific information; and speaking for everyday communication. Learners will also participate in class discussions, oral presentations, and group projects. Delivery of instruction is multi-media, multi-modal, and culturally-appropriate.</p> <p>ELL Program certified staff recommendation is required, and teaching assignments must be approved through the ELL program.</p> <p>This course may fulfill 1-2 semesters of required English credits for Entering to Emerging learners, as determined by the appropriate WIDA English Language Proficiency Assessment.</p>
Length: one – two semesters	
Prerequisites: ELL-Program eligible, Entering to Emerging (WIDA levels 1-2), and instructor recommendation	

*These will be based on WIDA Language Development Standards and Proficiency Level Descriptions, which are currently being developed (<https://wida.wisc.edu/teach/standards/eld>).

**WIDA Standards are currently be revised and new standards may be available at a future date.

Informational Texts

Graduate-Level Competency:

Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
ELL.1 Receptive (Listening and Reading/Viewing)*	<ul style="list-style-type: none"> Find and consume texts that appeal to them, and explain what that text may add to their understanding and lives. Practice close reading strategies to increase insight and accuracy, with teacher guidance. Annotate and highlight text with purpose and explain how annotations help reading comprehension and engagement. Increase the accuracy of their guesses about word meanings in context, with teacher guidance and instruction in word origins and structures. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

Writing

Graduate-Level Competency:

Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
ELL.3 Productive (Speaking and Writing)*	<ul style="list-style-type: none"> Employ strategic diction, syntax, and figurative language to develop a specific voice and meaning. Increase skill and independence to use available tools and strategies to produce a syntactically correct, error-free document with standard English conventions. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

*These will be based on WIDA Language Development Standards and Proficiency Level Descriptions, which are currently being developed (<https://wida.wisc.edu/teach/standards/eld>).

**WIDA Standards are currently being revised and new standards may be available at a future date.

Speaking and Listening

Graduate-Level Competencies:

Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
ELL.4 Productive (Speaking and Writing)*	<ul style="list-style-type: none"> • Increase skill and independence to use available tools and strategies to produce a syntactically correct, error-free document with standard English conventions. • Choose a mode of communication for a specific purpose. • Practice peer-to-peer constructive criticism, compliments, feedback, and responses. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.
ELL.5 Receptive (Listening and Reading/Viewing*)	<ul style="list-style-type: none"> • Participate in live conversations while monitoring equity of voice. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

*These will be based on WIDA Language Development Standards and Proficiency Level Descriptions, which are currently being developed.

**WIDA Standards are currently be revised and new standards may be available at a future date.

Technology

Graduate-Level Competency:

Technological

GS.7 Learners will demonstrate the ability to appropriately use the tools of technology to gather, interpret, collaborate, and analyze information and create shareable products.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
ELL.7 Receptive (Listening and Reading/Viewing)* and Productive (Speaking and Writing)*	<ul style="list-style-type: none"> • Make choices from a limited range about technology platforms and use the appropriate tools (e.g. an App, a program, etc.) to present material. • Select technology from a curated list to demonstrate learning and present material. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate. .

Media Literacy

Graduate-Level Competency:

Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
ELL.8 Receptive (Listening and Reading/Viewing)*	<ul style="list-style-type: none"> • Behave in a responsible manner while using various technologies and social media. • Be fully aware, prepared, and responsible online citizens. • Recognize modes of persuasion in various media. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

*These will be based on WIDA Language Development Standards and Proficiency Level Descriptions, which are currently being developed.

**WIDA Standards are currently being revised and new standards may be available at a future date.

Additional Resources

Textbooks, student-issued learning materials, and/or instructional resources will be used as appropriate.

For additional site-based options, see the supplemental book list in the appendix.

English Language Development Standards**

- **Standard 1:** English language learners communicate for social and instructional purposes within the school setting.
- **Standard 2:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.
- **Standard 3:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.
- **Standard 4:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.
- **Standard 5:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

*These will be based on WIDA Language Development Standards and Proficiency Level Descriptions, which are currently being developed.

**WIDA Standards are currently being revised and new standards may be available at a future date.

Section D: High School (Grades 9 – 12)

High School Overview

The goal of this curriculum is to prepare learners to meet and exceed identified state standards and skills. In addition, the aim is to provide continuity of instruction between schools and grades while allowing site-based decision making at each school. As such, the emphasis is on competencies at each grade level. Although different courses are available to learners at various schools in the district depending on learner and staffing needs, all learners receive comparable instruction on these competencies. Reading, writing, speaking, listening, and critical thinking occur at all levels and in all classes, including elective courses.

Although site-based decisions are imperative to best meet the needs of learners, we realize that continuity between schools benefits both learners and teachers. As such, minimum expectations for assignments and assessments are identified, as well as a common list of literature. Literature is assigned to each grade level after considering criteria such as literary quality, reading level, subject maturity, learner interest, relation to other curricula, thematic connections, and suitability for teaching the state standards. These titles have been through the FNSBSD approval process.

9th and 10th Grade

The curriculum is based upon yearlong courses integrating reading, writing, speaking, listening, media literacy, research, and technology competencies. Learners read a variety of texts of various genres, as selected from the approved lists by each school and/or learner.

11th and 12th Grade Requirements

- ✓ The learner must complete two literature courses, one of which is an American Literature* course.
- ✓ The learner must complete one writing intensive course.
- ✓ The learner must complete one elective, which may be an additional literature or writing intensive course.

Upper level literature courses build critical thinking and literacy through a deepened analysis of literature, purposeful discussion, and engagement with texts. These courses aim to provide a working knowledge of the characteristics of various literary genres, and to develop analytical and critical thinking skills through reading, discussion, and written assignments. Learners will gain an awareness of the universal human concerns that are the basis for literary works, and will gain a greater appreciation of the ways in which language and literature empower us to shape our communities.

Upper level writing intensive courses build effective communication through a rigorous process of drafting, organizing, and revising a variety of rhetorical modes, including cause/effect, problem/solution, narrative, compare/contrast, process, and definition. Learners will use model texts to further their understanding of the ways in which the audience determines the mode and the final product.

Electives

One core belief with this curriculum is that every English Language Arts course must be academically rigorous and contain both reading and writing competencies. Learners are encouraged to choose electives based upon their own academic needs, personal interests, and future academic/career goals. It is understood that available elective offerings will be different at each school.

English Language Learner (ELL) Courses

All ELL courses included competencies based on the WIDA Standards.**

*Courses qualifying for American Literature credit: *AP English Language and American Literature*, *African American Literature*, *American Literature: Defining Freedom*, *American Literature: Shifting Dreams*, *Native American Literature*, and any honors versions of these courses.

**WIDA Standards are currently be revised and new standards may be available at a future date.

High School Graduation Requirements

- Four (4) English/language arts credits are required for graduation.
- 11th and 12th grade requirements:
 - The learner must complete two literature courses, one of which is an American Literature course.
 - The learner must complete one writing intensive course.
 - The learner must complete one elective, which may be an additional literature or writing intensive course.

English 9 Options (Two semesters required.)	English 10 Options (Two semesters required.)
<ul style="list-style-type: none"> • English 9 (yearlong) • English 9 Honors (yearlong) 	<ul style="list-style-type: none"> • English 10 (yearlong) • English 10 Honors (yearlong) • AP European History/Literature (yearlong)

English 11 and English 12 Options			
American Literature Courses	Literature Courses	Writing Intensive Courses	Electives
<ul style="list-style-type: none"> • AP English Language and American Literature • African American Literature • American Literature: Defining Freedom • American Literature: Shifting Dreams • Native American Literature • Any honors version of these courses 	<ul style="list-style-type: none"> • AP Literature and Composition • British Literature • Holocaust Literature • Social Themes in Literature • World Literature • Any course from the American Literature list • Any honors version of these courses 	<ul style="list-style-type: none"> • AP English Language and American Literature • AP Language and Composition • AP Literature and Composition • Advanced Composition (UAF – Writing 111X) • College Preparatory Composition • Composition and Media Analysis • Creative Nonfiction • Creative Writing I • Creative Writing II • Journalism I • Journalism II • Journalism III • Journalism IV • Professional Writing • Research and Inquiry 	<ul style="list-style-type: none"> • Philosophy and Language • Popular Novels • Reading for Meaning • Speech and Debate • Sports Literature • Technical Drama • Theatre Performance I • Theatre Performance II • Vocabulary Development • Any course from the American literature, other literature, or writing intensive lists.
For students eligible for the English Language Learners (ELL) Program, refer to the ELL English/Language Arts Pathway Options on the next page.			

English Language Learners - English/Language Arts Pathway Options: Grades 9-12

Each learner's starting level on the continuum is determined on a case-by-case basis, according to the WIDA English Language Proficiency Assessment and ELL certified staff recommendation.	WIDA Level*	English/Language Arts Courses for ELL Students All ELL courses are Expressive-Communication Domain Intensive (i.e., Speaking and Writing) and meet the upper-division writing intensive requirement when taken during 11 th or 12 th grade.
	1	<ul style="list-style-type: none"> Two class periods scheduled concurrently <ul style="list-style-type: none"> U.S. English I (two semesters) U.S. Culture and Expressions (two semesters)
	2	<ul style="list-style-type: none"> U.S. English II (two semesters)
	3 – 4	<ul style="list-style-type: none"> Literature and Current Events (two semesters) ELL English/Language Arts Elective, Grades 11 and 12: <ul style="list-style-type: none"> Academic Composition and Communications (one semester) Career English (one semester)
	4 – 6	<ul style="list-style-type: none"> Mainstream general English/Language Arts courses at grade level. <ul style="list-style-type: none"> Placement in grade level English courses; sheltered grade-level English course sections may be taught by ELL certified staff, as needed.

*WIDA Proficiency levels move from 1.0 to 6.0, with 1.0 indicating that the learner is at the Entering level in English Language Acquisition.

Graduate-Level Competencies

Graduate-level competencies are academic and personal success skills all learners should attain by high school graduation. These are common across all English/Language Arts courses, and learners are expected to be able to apply them across the curriculum.

Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Literature

GS.2 Learners will demonstrate the ability to comprehend, analyze, and engage with a variety of complex print and non-print literary texts, both teacher and self-selected.

Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language.

Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Technological

GS.7 Learners will demonstrate the ability to appropriately use the tools of technology to gather, interpret, collaborate, and analyze information and create shareable products.

Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

English/Language Arts Curriculum (Grades 9 – 10)

English 9

Course Details:	Overview:
Grade(s): 9	<p><u>English 9</u> <i>English 9</i> guides learners towards critical thinking and literacy through a focus on purposeful engagement with diverse informational and literary texts, using organizational strategies to structure formal writing, supporting claims with logical evidence, and practicing purposeful speaking and listening with community members. This course actively cultivates a growth mindset by encouraging learner reflection and ownership, offering choice, and supporting career-readiness. This yearlong course fulfills two semesters of the English 9 requirement.</p> <p><u>English 9 Honors</u> <i>English 9 Honors</i> is designed for advanced readers and writers capable of in-depth analysis, and who have the interest and self-motivation to read and write independently. This class assumes more ability to read and write independently, more time in discussion rather than in supported reading, an increased reading pace, and a higher level of commitment and preparation in and out of class. The expectation of the level of discourse in this class is a heightened one. Learners therefore have an increased level of accountability to their class community in terms of keeping up with reading and other assignments. This course builds critical thinking and literacy through a focus on purposeful engagement with diverse informational and literary texts, using organizational strategies to structure formal writing, supporting claims with logical evidence, and practicing purposeful speaking and listening with community members. This course actively cultivates a growth mindset by encouraging learner reflection and ownership, offering choice, and supporting career-readiness. This yearlong course fulfills two semesters of the English 9 requirement.</p>
Length: Two semesters (required)	
Prerequisites: None	
Writing Intensive	

Required Reading Activities

English 9 & English 9 Honors

First Semester

- ✓ Selections from Alaska Native literature and myths:
 - *Shadows on the Koyukuk: An Alaskan Native's Life Along the River* by Sydney Huntington
 - *Roots of Ticasuk: An Eskimo Woman's Family Story* by Emily Ticasuk Ivanoff Brown
 - *Last New Land* by Ed Mergler
- ✓ A novel (choose one):
 - *My Name is Not Easy* by Debby Dahl Edwardson
 - *Bird Girl and the Man Who Followed the Sun* by Velma Wallis
 - *Speak* by Laurie Halse Anderson
- ✓ Selections from Homer's *The Odyssey*
- ✓ Myths, legends, creation stories, and folklore
- ✓ Supplemental novels, short stories, poetry, and nonfiction listed on the supplemental book list in the appendix.

Second Semester:

- ✓ Choose at least one whole text from the following list:
 - *The House on Mango Street* by Sandra Cisneros
 - *To Kill a Mockingbird* by Harper Lee
 - *The Hate U Give* by Angie Thomas or *House of the Scorpion* by Nancy Farmer
- ✓ Choose one from this list:
 - *Fences* by August Wilson
 - *Romeo and Juliet* by William Shakespeare
 - *Rhinoceros* by Eugene Ionesco
 - *The Glass Menagerie* by Tennessee Williams
- ✓ Supplemental novels, short stories, poetry, and nonfiction listed on the supplemental book list in the appendix.

Additional Requirements for Honors

Learners at the honors level read with greater speed, independence, and sophistication. Therefore, learners in these classes are expected to not only do more, but do more independently. The teacher can choose to have learners read a larger number of texts than what is listed above, read them more closely, read longer works, read more challenging books, and/or get to a deeper level of analysis than would be required in the regular level of *English 9*.

Required Writing

English 9 & English 9 Honors

First Semester

At least:

- ✓ One analytical essay.
- ✓ One expressive piece of writing.
- ✓ One narrative essay.
- ✓ Frequent writing experimenting with multiple genres, including poetry, letters, and fiction.
- ✓ Frequent analytical practice through journals, informal responses, short fiction, and poetry exercises, and claim generation on demand.

At least one of the above essays should complete the comprehensive revision process.

Second Semester

At least:

- ✓ Research project (2-3 pages with 3+ sources) with citation work.
- ✓ Frequent writing experimenting with multiple genres including poetry, letters, and fiction.
- ✓ Frequent analytical practice through journals, informal responses, short fiction, and poetry exercises, and claim generation on demand.

Additional Requirements for Honors

Learners at the honors level write with more facility, depth, and style. Therefore, learners in these classes are expected to not only do more, but do more independently. The teacher can choose to have learners write a larger number of assignments than the above, revise them to a more expert level, and/or write longer papers than would be required in the regular level of *English 9*.

Informational Texts

Graduate-Level Competency:

Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Course/Grade Competencies	Content Objectives	Standards
HS.1 The learner will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print informational texts, including texts for science, social studies, and technical subjects.	<p>The learner will:</p> <ul style="list-style-type: none"> • Identify texts that appeal to them, and explain what that text may add to their understanding and lives. • Read a wide variety of texts (i.e., different lengths, genres, methods of delivery, and purposes), and explain the merits and limitations of each. • Use close reading strategies for better understanding, with teacher modeling and guidance. • Skim texts to glean specific information, with guidance from the teacher about how to best use text features. • Regularly support responses, both orally and in writing, with quoted or paraphrased evidence from the text. • Annotate and highlight text using examples and models as needed. • Identify an author’s message and explain how an author’s cultural background and perspective inform that message in specific ways, with guidance from the teacher as needed. • Examine how their own cultural background informs their world view and interpretation of a text. • Understand the qualities of a valid argument versus an invalid argument. • Make educated guesses about word meanings in context, with teacher guidance and instruction in word origins and structures. • Identify author’s strategic choices about diction, syntax, and figurative language. 	<p><u>AKSS</u> RI.1-10</p> <p><u>AASL</u> III.A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, III.1-2, IV.B.1-4, VI.B.1-3, III.C1-3, VI.C.1-2, I.D.1-4, II.D.1-3, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>ISTE</u> 1.d, 3, 7.a-b</p> <p><u>AK Digital Literacy</u> 6-12. EL.4, 6-12. KC. 1-4, 6-12. GC.1-4</p>

Literature

Graduate-Level Competency:

Literature

GS.2 Learners will demonstrate the ability to comprehend, analyze, and engage with a variety of complex print and non-print literary texts, both teacher and self-selected.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.2 The learner will demonstrate the ability to comprehend, analyze, and engage with a variety of increasingly complex print and non-print literary texts.	<ul style="list-style-type: none"> • Identify texts that appeal to them, and explain what the texts may add to their understanding and lives. • Read a wide variety of texts (i.e., different lengths, genres, methods of delivery, and purposes), and explain the merits and limitations of each. • Use close reading strategies for better understanding, with teacher modeling and guidance. • Skim texts to glean specific information, with guidance from the teacher about how to best use text features. • Regularly support responses, both orally and in writing, with quoted or paraphrased evidence from text. • Annotate and highlight text using examples and models as needed. • Identify an author's message and explain how an author's cultural background and perspective inform that message in specific ways, with guidance from the teacher as needed. • Examine how their own cultural background informs their world view and interpretation of a text. • Understand the qualities of a valid argument versus an invalid argument. • Make educated guesses about word meanings in context, with teacher guidance and instruction in word origins and structures. • Identify author's strategic choices about diction, syntax, and figurative language. 	<p><u>AKSS</u> RL.1-10 L.4-6</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B1-3, III.B.1-2, B.IV.1-4, B.V.1-3, B.VI.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>ISTE</u> 1.d, 3, 7.a-b</p> <p><u>AK Digital Literacy</u> 6-12. EL.4, 6-12. KC. 1-4, 6-12. GC.1-4</p>

Writing

Graduate-Level Competency:

Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.3 The learner will write in a variety of modes (including analytical, narrative, explanatory, and expressive), and use increasingly complex reasoning, structure, and language.	<ul style="list-style-type: none"> • Write for a variety of audiences using a given claim. • Use organizational strategies to support a given claim with effective textual evidence and reasoning. • Incorporate and cite evidence correctly into organized writing, with teacher modeling and guidance. • Use figurative language to develop a specific voice and meaning. • Engage in the process of revision to improve ideas and organization of structured writing. • With guidance, use available tools and strategies to produce a syntactically correct, error-free document with standard English conventions. • Adhere to a given and effective format for a writing task. 	<p><u>AKSS</u> W.1, 2, 3, 4, 5, and 10 L.1, 2, and 3</p> <p><u>AK Digital Literacy</u> 6-12.ID.3, 6-12.ID.4</p> <p><u>AASL</u> I.B1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II. .1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>ISTE</u> 4.c-d</p>

Speaking and Listening

Graduate-Level Competencies:

Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives The learner will:	Standards
HS.4 The learner will demonstrate the ability to speak purposefully and effectively, strategically making increasingly complex decisions about content, language use, and discourse style.	<ul style="list-style-type: none"> Practice various discussion protocols in both teacher-led and learner-led discussions. Practice the components of formal presentation. Ask questions to clarify an opposing viewpoint. Identify the needs of the audience when developing a presentation. Practice different modes of communication. Differentiate between constructive and destructive feedback. 	<p>AKSS SL.1, 4, 5, 6</p> <p>AK Digital Literacy 6-12.EL.1, 6-12.DC.3</p> <p>AASL I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.2-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p>ISTE 1.a, 6.a,c-d</p>
HS.5 The learner will demonstrate the ability to listen critically and thoughtfully in a variety of settings and purposes.	<ul style="list-style-type: none"> Establish a purpose for listening. Develop an understanding of the speaker's tone and body language; support the speaker through engaged body language and appropriate verbal response. Develop an awareness of equity in live conversations. With teacher guidance, make a group decision using consensus-building strategies and compromise. Differentiate between claims and counter-claims presented in discussions. 	<p>AKSS SL.2, 3</p> <p>AKSS E/LA.B.1-3, C.1-5, D.1-4 Cultural: CS.A.1,3, D.5, E.3-8</p> <p>AASL I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.A.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p>AK Digital Literacy 6-12.DC.3</p> <p>ISTE 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c</p>

Research

Graduate-Level Competency:

Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.6 The learner will demonstrate the ability to conduct research to investigate topics, evaluate sources, utilize databases, and synthesize information in an increasingly complex manner.	<ul style="list-style-type: none"> • Know the steps of the research process. • Select and vet sources with the support of scaffolds, such as a curated database or a given claim. • Differentiate between primary and secondary sources. • Organize information and research material according to a standard schema (e.g. cause/effect, compare/contrast, sequential) in order to present it coherently. • Differentiate between, and know when to use, a summary, common knowledge, paraphrasing with citation, quotes, and cited another's original ideas. • Understand what plagiarism is, the forms it takes (accidental as well as purposeful), the consequences of it, and how to avoid it. 	<p><u>AKSS</u> W.6 SL.5</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.A.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>AK Digital Literacy</u> 6-12.DC.3</p> <p><u>ISTE</u> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c</p>

Technology

Graduate-Level Competencies:

Technological

GS.7 Learners will demonstrate the ability to appropriately use the tools of technology to gather, interpret, collaborate, and analyze information and create shareable products.

Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.7 The learner will demonstrate the ability to appropriately use the tools of technology (including digital media and the Internet) to gather, interpret, and analyze information and create shareable products.	<ul style="list-style-type: none"> • Understand the uses and limitations of search engines. • Become familiar with a limited range of library and professional databases. • Use online word processing programs to write and to create projects. • Use technology to demonstrate learning and present material with teacher guidance. 	<p><u>AKSS</u> RI.5, 6, and 7 RL.7 SL.3 and 5 L.5</p> <p><u>ISTE</u> 1.d, 3, 4, 5.c, 6</p> <p><u>AK Digital Literacy</u> 6-12.EL.4, 6-12.KC.1-4, 6-12.ID.1-4, 6-12.CT.3, 6-12.CC.1-4</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III. .1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p>

Media Literacy

Graduate-Level Competency:

Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.8 The learner will engage in critical thinking through accessing, analyzing, evaluating, and creating an increasingly complex variety of media. (The term “media” refers to all electronic or digital means and print or artistic visuals used to transmit messages.)	<ul style="list-style-type: none"> • Understand the societal responsibilities associated with using technology and being online. • Differentiate between fact and propaganda (e.g., “fake news”). • Recognize the value of audio/visual/art as they connect to written pieces. • Be fully aware, prepared, and responsible online citizens. • Identify modes of persuasion in various media, with teacher guidance. • Recognize basic logical fallacies in arguments and advertisements, with teacher guidance. • Understand the qualities of a valid argument versus an invalid argument. 	<p><u>AKSS</u> RI.5, 6, and 7 RL.7 SL.3 and 5 L.</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>AK Digital Literacy</u> 6-12.DC.3</p> <p><u>ISTE</u> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c5</p>

English 10

Course Details:	Overview:
Grade(s): 10	<p><u>English 10</u> This course continues the journey towards mature literacy. Learners will explore diverse literature and informational texts, including both visual and oral, to further develop reading, writing, speaking, listening, research, technological, and media literacy skills. Learners will write for a variety of audiences, write a research paper, and utilize tools to create error-free writing. They will also participate in class discussions, oral presentations, and group projects. This yearlong course fulfills two semesters of the English 10 requirement.</p>
<p>Length: English 10 & Honors: Two semesters (required)</p> <p>AP European History/ Literature: Two semesters (two period block)</p>	<p><u>English 10 Honors</u> This course is designed for advanced readers and writers capable of in-depth analysis, and who have the interest and self-motivation to read and write independently. This class assumes more ability to read and write independently, more time in discussion rather than in supported reading, an increased reading pace, and a higher level of commitment and preparation in and out of class. The expectation of the level of discourse in this class is a heightened one. Therefore, learners have an increased level of accountability to their class community in terms of keeping up with reading and other assignments. This course continues the journey towards mature literacy. Learners will explore diverse literature and informational texts, including both visual and oral, to further develop reading, writing, speaking, listening, research, technological, and media literacy skills. They will write for a variety of audiences, write a research paper, and utilize tools to create error-free writing. Learners will also participate in class discussions, oral presentations, and group projects. This yearlong course fulfills two semesters of the English 10 requirement.</p>
<p>Prerequisites: <i>English 10 & Honors:</i> None</p> <p><i>AP European History/Literature:</i> <i>English 9 Honors</i> or <i>English 9</i> and teacher recommendation</p>	<p><u>Advanced Placement (AP) European History/Literature</u> This yearlong, two-period course is designed for learners capable of college level work, and combines the course work and skills of AP European History with the study of the primary literature relevant to a review of European history. They will master the basic skills of historical chronology and comprehension, and will develop historical analysis and interpretation skills, research capabilities, and issues-analysis and decision-making skills through extensive experience with document-based, free-response, and change-over-time essay writing.</p> <p>Learners meet all the objectives of <i>English 10 Honors</i> for writing and literature. In addition, they will be prepared for the AP European History exam. This course follows the advanced placement course description and uses appropriate materials as set forth by the College Board. The AP exam is strongly encouraged.</p> <p>This course fulfills two semesters of the English 10 requirement and two semesters of the World History requirement. Learners receive two grades, one with a weighted AP grade and one (the literature period) without. A summer reading list or assignment may be required prior to the course.</p>
Writing Intensive	<p>Additional Skills and Expectations:</p> <ul style="list-style-type: none"> • Willingness to accept and complete a rigorous reading schedule including text, primary sources, and supplemental materials. • Demonstrate advanced, proficient, writing skills. • Independently analyze literature. • Demonstrate strong chronological thinking skills. • Capable of historical comprehension, analysis, and interpretation processes. <p>Please visit the College Board-AP Central website for more information (http://apcentral.collegeboard.com).</p>

Required Reading Activities

English 10 & English 10 Honors

First Semester

- ✓ Choose one whole text from this list:
 - *Bless Me, Ultima* by Rudolfo Anaya
 - *Lord of the Flies* by William Golding
 - *The Namesake* by Jhumpa Lahiri
 - *Purple Hibiscus* by Chimamanda Ngozi Adichie
 - *Marrow Thieves* by Cherie Dimaline
- ✓ Choose one play from this list (drama):
 - *Twelfth Night* by William Shakespeare
 - *Much Ado About Nothing* by William Shakespeare
 - *Julius Caesar* by William Shakespeare
 - *Oedipus Rex* by Sophocles
 - *Antigone* by Sophocles
 - *The Importance of Being Earnest* by Oscar Wilde
 - *Waiting for Godot* by Samuel Beckett
- ✓ Supplemental short stories, poetry, and nonfiction

Second Semester:

- ✓ Choose at least one whole text from this list:
 - *March I - III* by John Lewis, Andrew Aydin, and Nate Powell
 - *Persepolis I* by Marjane Satrapi
 - *Maus I – II* by Art Spiegelman
 - *Night* by Elie Wiesel
 - *I am Malala* by Malala Yousafzai
- ✓ Supplemental nonfiction selections
- ✓ Reading as required to support writing of research paper

Additional Requirements for Honors

Learners at the honors level read with greater speed, independence, and sophistication. Therefore, learners in these classes are expected to not only do more, but do more independently. The teacher can choose to have learners read a larger number of texts than what is listed above, read them more closely, read longer works, read more challenging books, and/or get to a deeper level of analysis than would be required in the regular level of *English 10*.

Required Writing Activities

English 10 & English 10 Honors

First Semester

At least:

- ✓ One analytical essay.
- ✓ One expressive piece of writing.
- ✓ One narrative essay.
- ✓ Frequent writing experimenting with multiple genres, including poetry, letters, and fiction.
- ✓ Frequent analytical practice through journals, informal responses, short fiction, and poetry exercises, and claim generation on demand.

At least one of the above essays should complete the comprehensive revision process.

Second Semester

At least:

- ✓ Research paper with 4-5 pages in addition to the annotated bibliography, including 5+ sources and citations.
- ✓ One resume and cover/business letter.

All of the above should complete the comprehensive revision process.

- ✓ Frequent writing experimenting with multiple genres including poetry, letters, and fiction.
- ✓ Frequent analytical practice through journals, informal responses, short fiction, and poetry exercises, and claim generation on demand.

Additional Requirements for Honors

Learners at the honors level write with more facility, depth, and style. Therefore, learners in these classes are expected to not only do more, but do more independently. The teacher can choose to have learners write a larger number of assignments than what is listed above, revise them to a more expert level, and/or write longer papers than would be required in the regular level of *English 10*.

Informational Texts

Graduate-Level Competency:

Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Course/Grade Competencies	Content Objectives	Standards
<p>HS.1 The learner will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print informational texts, including texts for science, social studies, and technical subjects.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> Find and consume texts that appeal to them, and explain what the texts may add to their understanding and lives. Interpret a wide variety of texts (i.e., different lengths, genres, methods of delivery, and purposes), and explain the merits and limitations of each. Practice close reading strategies to increase insight and accuracy, with teacher guidance. Increase accuracy and speed of skimming texts for specific information, with coaching from the teacher as needed. Choose the best support for a claim from a range of textual evidence. Annotate and highlight text with purpose, and explain how annotations help reading comprehension and engagement. Increase accuracy in evaluating texts for purpose, credibility, bias, and perspective using textual evidence to support that evaluation, with guidance from the teacher as needed. Identify how their own world views might be changing, and how that informs their interpretation of text. Critique valid and invalid arguments using vocabulary specific to persuasion. Increase the accuracy of their guesses about word meanings in context with teacher guidance and instruction in word origins and structures. Analyze how the interpretation of written passage is affected by an author's choice of diction, syntax, or figurative language. 	<p><u>AKSS</u> RI.1-10 L.4-6</p> <p><u>AASL</u> III.A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, III.1-2, IV.B.1-4, VI.B.1-3, III.C1-3, VI.C.1-2, I.D.1-4, II.D.1-3, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>ISTE</u> 1.d, 3, 7.a-b</p> <p><u>AK Digital Literacy</u> 6-12. EL.4, 6-12. KC. 1-4, 6-12. GC.1-4</p>

Literature

Graduate-Level Competency:

Literature

GS.2 Learners will demonstrate the ability to comprehend, analyze, and engage with a variety of complex print and non-print literary texts, both teacher and self-selected

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.2 The learner will demonstrate the ability to comprehend, analyze, and engage with a variety of increasingly complex print and non-print literary texts.	<ul style="list-style-type: none"> • With increasing independence, use literature to develop cultural literacy and emotional intelligence by connecting their own culture and experience with others. • Read texts of various lengths, especially in a sustained, long-term manner to facilitate connections between literature and personal experience. • Differentiate between a variety of literary genres and purposes, and understand the author's message and make connections to other texts. • Annotate and highlight text with purpose, and explain how annotations help reading comprehension and engagement. • Use knowledge of literary devices, as well as understand the importance of an author's strategic choices of diction, syntax, and literary devices. 	<p><u>AKSS</u> RL.1-10 L.4-6</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B1-3, III.B.1-2, B.IV.1-4, B.V.1-3, B.VI.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4,II.D.1-3,III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>ISTE</u> 1.d, 3, 7.a-b</p> <p><u>AK Digital Literacy</u> 6-12. EL.4, 6-12. KC. 1-4, 6-12. GC.1-4</p>

Writing

Graduate-Level Competency:

Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.3 The learner will write in a variety of modes (including analytical, narrative, explanatory, and expressive), and use increasingly complex reasoning, structure, and language.	<ul style="list-style-type: none"> • Write for a variety of audiences to develop the relationship between organized writing and social engagement. • Use organizational strategies to support a self-generated claim with effective textual evidence and reasoning. • Incorporate and cite evidence correctly. • Employ strategic diction, syntax, and figurative language to develop a specific voice and meaning. • Engage in the process of revision to improve writing, and consider various stylistic choices and effects. • Increase skill and independence to use available tools and strategies in order to produce a syntactically correct, error-free document with standard English conventions. • Choose and adhere to an effective format for a writing task. 	<p><u>AKSS</u> W.1, 2, 3, 4, 5, 10 L.1, 2, 3</p> <p><u>AK Digital Literacy</u> 6-12.ID.3, 6-12.ID.4</p> <p><u>AASL</u> I.B1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II. .1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>ISTE</u> 4.c-d</p>

Speaking and Listening

Graduate-Level Competencies:

Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.4 The learner will demonstrate the ability to speak purposefully and effectively, strategically making increasingly complex decisions about content, language use, and discourse style.	<ul style="list-style-type: none"> • Contribute to class discussions while practicing established classroom norms. • Practice the components of formal presentation. • Be able to articulate opposing sides and others' perceptions and ideas with fidelity. • Consider audience when developing a presentation, suiting the needs of the audience in various ways. • Choose a mode of communication for a specific purpose. • Practice peer-to-peer constructive criticism, compliments, feedback, and responses. 	<p>AKSS SL.1, 4, 5, 6</p> <p>AK Digital Literacy 6-12.EL.1, 6-12.DC.3</p> <p>AASL I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.2-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p>ISTE 1.a, 6.a,c-d</p>
HS.5 The learner will demonstrate the ability to listen critically and thoughtfully in a variety of settings and purposes.	<ul style="list-style-type: none"> • Regard listening as an active component of conversations and discussions. • Utilize discourse markers, visuals, body language, tones, and pauses. • Participate in live conversations while monitoring equity of voice. • With teacher guidance as needed, make decisions in groups of different sizes, using consensus-building strategies and compromise. • Organize claims and counter-claims presented in discussions. 	<p>AKSS SL.2, 3</p> <p>AKSS E/LA.B.1-3, C.1-5, D.1-4 Cultural: CS.A.1,3, D.5, E.3-8</p> <p>AASL I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.A.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p>AK Digital Literacy 6-12.DC.3</p> <p>ISTE 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c</p>

Research

Graduate-Level Competency:

Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.6 The learner will demonstrate the ability to conduct research to investigate topics, evaluate sources, utilize databases, and synthesize information in an increasingly complex manner.	<ul style="list-style-type: none"> • Use the steps of the research process with the support of scaffolds, such as lists or graphic organizers. • Find and select appropriate databases, and vet sources for an autonomously generated claim. • Incorporate both primary and secondary sources into a single research project. • Organize information and research material independently in order to present it coherently. • Practice using common knowledge, summary, paraphrasing, quoting, and citing in paragraphs. • Recognize instances of plagiarism, as well as explain the consequences of it and the role of citation practices to avoid it. 	<p><u>AKSS</u> W.7, 8, and 9</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.A.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>AK Digital Literacy</u> 6-12.DC.3</p> <p><u>ISTE</u> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c</p>

Technology

Graduate-Level Competencies:

Technological

GS.7 Learners will demonstrate the ability to appropriately use the tools of technology to gather, interpret, collaborate, and analyze information and create shareable products.

Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.7 The learner will demonstrate the ability to appropriately use the tools of technology (including digital media and the Internet) to gather, interpret, and analyze information and create shareable products.	<ul style="list-style-type: none"> • Understand the uses and limitations of search engines. • Use library and professional databases with teacher guidance. • Make choices from a limited range about technology platforms, and use the appropriate tools (e.g., an app or program) to present material. • Select technology from a curated list to demonstrate learning and present material. 	<p><u>AKSS</u> W.6, SL.5</p> <p><u>ISTE</u> 1.d, 3, 4, 5.c, 6</p> <p><u>AK Digital Literacy</u> 6-12.EL.4, 6-12.KC.1-4, 6-12.ID.1-4, 6-12.CT.3, 6-12.CC.1-4</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III. 1- 2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p>

Media Literacy

Graduate-Level Competency:

Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.8 The learner will engage in critical thinking through accessing, analyzing, evaluating, and creating an increasingly complex variety of media. (The term “media” refers to all electronic or digital means and print or artistic visuals used to transmit messages.)	<ul style="list-style-type: none"> • Behave in a responsible manner while using various technologies and social media. • Recognize propaganda (e.g., “fake news”) with a measure of independence. • Recognize and analyze the value of audio/visual/art as they connect to written pieces. • Be fully aware, prepared, and responsible online citizens. • Recognize modes of persuasion in various media. • Recognize logical fallacies in arguments and advertisements. • Critique valid and invalid arguments using vocabulary specific to persuasion. 	<p><u>AKSS</u> RL.7 SL.3 and 5 L.5</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>AK Digital Literacy</u> 6-12.DC.3</p> <p><u>ISTE</u> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c5</p>

Level Up English (9/10 Credit Recovery)

Course Details:	Overview:
Grade(s): 9-12	<i>Level Up English</i> is a personalized approach for learners who have failed a semester of required <i>English 9</i> or <i>10</i> and need to retake the class for credit. This class will meet graduation requirements for either semester of <i>English 9</i> or <i>English 10</i> for those learners who have previously failed a semester. Learners will work with the instructor to set goals to bridge gaps in competencies in order to become proficient. <i>Level Up English</i> may be repeated for credit with instructor approval.
Length: One semester	
Prerequisites: Previously attempted and did not pass <i>English 9</i> or <i>English 10</i> .	
Writing Intensive	

Required Activities	
Reading	Writing
✓ One book-length text from the supplemental book list in the appendix.	✓ Personalized based on learner-teacher generated plan.

Informational Texts		
Graduate-Level Competency:		
Informational Texts GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.		
Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.1 The learner will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print informational texts, including texts for science, social studies, and technical subjects.	<ul style="list-style-type: none"> Find and consume texts that appeal to them, and explain what the texts may add to their understanding and lives. Interpret a wide variety of texts (i.e., different lengths, genres, methods of delivery, and purposes), and explain the merits and limitations of each. 	<u>AKSS</u> RI.1-10 L.4-6 <u>AASL</u> A.III.1-3, A.V.1-3, A.VI.1-3, B.I.1-3, B.III.1-2, B.IV.1-4, B.VI.1-3, C.III.1-3,

Course/Grade Competencies	Content Objectives	Standards
HS.1 continued...	<p>The learner will:</p> <ul style="list-style-type: none"> • Practice close reading strategies to increase insight and accuracy, with teacher guidance. • Increase accuracy and speed of skimming texts for specific information, with coaching from the teacher as needed. • Choose the best support for a claim from a range of textual evidence. • Annotate and highlight text with purpose, and explain how annotations help reading comprehension and engagement. • Increase accuracy in evaluating texts for purpose, credibility, bias, and perspective using textual evidence to support that evaluation, with guidance from the teacher as needed. • Identify how their own world views might be changing, and how that informs their interpretation of text. • Critique valid and invalid arguments using vocabulary specific to persuasion. • Increase the accuracy of their guesses about word meanings in context, with teacher guidance and instruction in word origins and structures. • Analyze how the interpretation of a written passage is affected by an author's choice of diction, syntax, or figurative language. 	<p>C.VI.1-2, D.I.1-4, D.II.1-3, D.IV.1-3, D.V.1-3, D.VI.1-3</p> <p><u>ISTE</u> 1.d, 3, 7.a-b</p> <p><u>AK Digital Literacy</u> 6-12. EL.4, 6-12. KC. 1-4, 6-12. GC.1-4</p>

Literature

Graduate-Level Competency:

Literature

GS.2 Learners will demonstrate the ability to comprehend, analyze, and engage with a variety of complex print and non-print literary texts, both teacher and self-selected.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.2 The learner will demonstrate the ability to comprehend, analyze, and engage with a variety of increasingly complex print and non-print literary texts.	<ul style="list-style-type: none"> • With increasing independence, use literature to develop cultural literacy and emotional intelligence by connecting their own culture and experience with others. • Read texts of various lengths, especially in a sustained, long-term manner to facilitate connections between literature and personal experience. • Differentiate between a variety of literary genres and purposes, understanding the author's message and make connections to other texts. • Annotate and highlight text with purpose, and explain how annotations help reading comprehension and engagement. • Use knowledge of literary devices, as well as understand the importance of an author's strategic choices of diction, syntax, and literary devices. 	<p><u>AKSS</u> RL.1-10 L.4-6</p> <p><u>AASL</u> A.I.1-2, A.II.1-3, A.III.1-3, A.IV. 1-3, A.V.1-3, A.VI.1-3, B.I.1-3, B.II.1-3, B.III.1-2, B.IV.1-4, B.V.1-3, B.VI.1-2, C.I.1-4, C.II.1-2, C.III.1-2, C.IV.1-3, C.V.1-3, C.VI.1-2, D.I.1-4, D.II.1-3, D.III.1-2, D.IV.1-3, D.V.1-3, D.VI.1-3</p> <p><u>ISTE</u> 1.d, 3, 7.a-b</p> <p><u>AK Digital Literacy</u> 6-12. EL.4, 6-12. KC. 1-4, 6-12. GC.1-4</p>

Writing

Graduate-Level Competency:

Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.3 The learner will write in a variety of modes (including analytical, narrative, explanatory, and expressive), and use increasingly complex reasoning, structure, and language.	<ul style="list-style-type: none"> • Write for a variety of audiences to develop the relationship between organized writing and social engagement. • Use organizational strategies to support a self-generated claim with effective textual evidence and reasoning. • Incorporate and cite evidence correctly. • Employ strategic diction, syntax, and figurative language to develop a specific voice and meaning. • Engage in the process of revision to improve writing, and consider various stylistic choices and effects. • Increase skill and independence to use available tools and strategies in order to produce a syntactically correct, error-free document with standard English conventions. • Choose and adhere to an effective format for a writing task. 	<p><u>AKSS</u> W.1, 2, 3, 4, 5, 10 L.1, 2, 3</p> <p><u>AK Digital Literacy</u> 6-12.ID.3, 6-12.ID.4</p> <p><u>AASL</u> B.I.1-3, B.II.1-3, B.III.1-2, B.IV.1-4, B.V.1-3, B.VI.1-2, C.I.1-4, C.II.1-2, C.III.1-2, C.IV.1-3, C.V.1-3, C.VI.1-2, D.I.1-4, D.II.1-3, D.III.1-2, D.IV.1-3, D.V.1-3, D.VI.1-3</p> <p><u>ISTE</u> 4.c-d</p>

Speaking and Listening

Graduate-Level Competencies:

Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.4 The learner will demonstrate the ability to speak purposefully and effectively, strategically making increasingly complex decisions about content, language use, and discourse style.	<ul style="list-style-type: none"> • Contribute to class discussions while practicing established classroom norms • Practice the components of formal presentation. • Be able to articulate opposing sides and others' perceptions and ideas with fidelity. • Consider audience when developing a presentation, suiting the needs of the audience in various ways. • Choose a mode of communication for a specific purpose. • Practice peer-to-peer constructive criticism, compliments, feedback, and responses. 	<p><u>AKSS</u> SL.1, 4, 5, 6</p> <p><u>AK Digital Literacy</u> 6-12.EL.1, 6-12.DC.3</p> <p><u>AASL</u> A.I.1-2, A.II.1-3, A.III.1-3, A.IV. 1-3, A.V.2-3, A.VI.1-3, B.I.1-3, B.II.1-3, B.III.1-2, B.IV.1-4, B.V.1-3, B.VI.1-2, C.I.1-4, C.II.1-2, C.III.1-2, C.IV.1-3, C.V.1-3, C.VI.1-2, D.I.1-4, D.II.1-3, D.III.1-2, D.IV.1-3, D.V.1-3, D.VI.1-3</p> <p><u>ISTE</u> 1.a, 6.a,c-d</p>
HS.5 The learner will demonstrate the ability to listen critically and thoughtfully in a variety of settings and purposes.	<ul style="list-style-type: none"> • Regard listening as an active component of conversations and discussions. • Utilize discourse markers, visuals, body language, tones, and pauses. • Participate in live conversations while monitoring equity of voice. • With teacher guidance as needed, make decisions in groups of different sizes using consensus-building strategies and compromise. • Organize claims and counter-claims. 	<p><u>AKSS</u> SL.2, 3 E/LA.B.1-3, C.1-5, D.1-4 Cultural: CS.A.1,3, D.5, E.3-8</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.A.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>AK Digital Literacy</u> 6-12.DC.3</p> <p><u>ISTE</u> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c</p>

Research

Graduate-Level Competency:

Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.6 The learner will demonstrate the ability to conduct research to investigate topics, evaluate sources, utilize databases, and synthesize information in an increasingly complex manner.	<ul style="list-style-type: none"> • Use the steps of the research process with the support of scaffolds, such as lists or graphic organizers. • Find and select appropriate databases, and vet sources for an autonomously generated claim. • Incorporate both primary and secondary sources into a single research project. • Organize information and research material independently in order to present it coherently. • Practice using common knowledge, summary, paraphrasing, quoting, and citing in paragraphs. • Recognize instances of plagiarism, as well as explain the consequences of it and the role of citation practices to avoid it. 	<p><u>AKSS</u> W.7, 8, 9</p> <p><u>AASL</u> A.I.1-2, A.II.1-3, A.III.1-3, A.IV. 1-3, A.V.1-3, A.VI.1-3, B.I.1-3, B.II.1-3, B.III.1-2, B.IV.1-4, B.V.1-3, B.VI.1-2, C.I.1-4, C.II.1-2, C.III.1-2, C.IV.1-3, C.V.1-3, C.VI.1-2, D.I.1-4, D.II.1-3, D.III.1-2, D.IV.1-3, D.V.1-3, D.VI.1-3</p> <p><u>AK Digital Literacy</u> 6-12.DC.3</p> <p><u>ISTE</u> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c</p>

Technology

Graduate-Level Competencies:

Technological

GS.7 Learners will demonstrate the ability to appropriately use the tools of technology to gather, interpret, collaborate, and analyze information and create shareable products.

Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.7 The learner will demonstrate the ability to appropriately use the tools of technology (including digital media and the Internet) to gather, interpret, and analyze information and create shareable products.	<ul style="list-style-type: none"> • Understand the uses and limitations of search engines. • Use library and professional databases with teacher guidance. • Make choices from a limited range about technology platforms, and use the appropriate tools (e.g., an app or program) to present material. • Select technology from a curated list to demonstrate learning and present material. 	<p><u>AKSS</u> W.6 SL.5</p> <p><u>ISTE</u> 1.d, 3, 4, 5.c, 6</p> <p><u>AK Digital Literacy</u> 6-12.EL.4, 6-12.KC.1-4, 6-12.ID.1-4, 6-12.CT.3, 6-12.CC.1-4</p> <p><u>AASL</u> A.I.1-2, A.II.1-3, A.III.1-3, A.IV. 1-3, A.V.1-3, A.VI.1-3, B.I.1-3, B.II.1-3, B.III.1-2, B.IV.1-4, B.V.1-3, B.VI.1-2, C.I.1-4, C.II.1-2, C.III.1-2, C.IV.1-3, C.V.1-3, C.VI.1-2, D.I.1-4, D.II.1-3, D.III.1-2, D.IV.1-3, D.V.1-3, D.VI.1-3</p>

Media Literacy

Graduate-Level Competency:

Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.8 The learner will engage in critical thinking through accessing, analyzing, evaluating, and creating an increasingly complex variety of media. (The term “media” refers to all electronic or digital means and print or artistic visuals used to transmit messages.)	<ul style="list-style-type: none"> • Behave in a responsible manner while using various technologies and social media. • Recognize propaganda (e.g., “fake news”) with a measure of independence. • Recognize and analyze the value of audio/visual/art as they connect to written pieces. • Be fully aware, prepared, and responsible online citizens. • Recognize modes of persuasion in various media. • Recognize logical fallacies in arguments and advertisements. • Critique valid and invalid arguments using vocabulary specific to persuasion. 	<p><u>AKSS</u> RI.5, 6, 7 RL.7 SL.3, 5 L.5</p> <p><u>AASL</u> A.I.1-2, A.II.1-3, A.III.1-3, A.IV. 1-3, A.V.1-3, A.VI.1-3, B.I.1-3, B.II.1-3, B.III.1-2, B.IV.1-4, B.V.1-3, B.VI.1-2, C.I.1-4, C.II.1-2, C.III.1-2, C.IV.1-3, C.V.1-3, C.VI.1-2, D.I.1-4, D.II.1-3, D.III.1-2, D.IV.1-3, D.V.1-3, D.VI.1-3</p> <p><u>AK Digital Literacy</u> 6-12.DC.3</p> <p><u>ISTE</u> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c</p>

English/Language Arts Curriculum (Grades 11 – 12)

Upper-Division Literature Courses

Course Details:	Overview:
Grade(s): 11-12	Upper level literature courses build critical thinking and literacy through diverse literature, participation in purposeful discussions, and engagement with texts. These courses aim to provide a working knowledge of the characteristics of various literary genres, and to develop analytical and critical thinking skills through reading, discussion, and written assignments. Learners will gain an awareness of the universal human concerns that are the basis for literary works, and will gain a greater appreciation of the ways in which language and literature empower us to shape our communities.
Length: One semester each	
Prerequisites: <i>English 10</i>	The learner must complete two literature courses, one of which is an American literature course. Any literature course can be used for honors courses; see the honors sections below for more information.

American Literature Courses	Other Literature Courses
<ul style="list-style-type: none"> • AP English Language and American Literature • African American Literature • American Literature: Defining Freedom • American Literature: Shifting Dreams • Native American Literature • Any honors version of these courses 	<ul style="list-style-type: none"> • AP Literature and Composition • British Literature • Holocaust Literature • Social Themes in Literature • World Literature • Any honors version of these courses • Any course from the American Literature list

Required Reading for Any Literature Course

- Read at least 2-4 book-length reading selections from the accompanying course list below, under each course section (novel, drama, biography, autobiography, etc.)
- Read at least 3-5 shorter written pieces from the accompanying course list below (articles, essays, speeches, short stories, poetry, etc.).
- Incorporate other media resources that connect to the piece of literature being read (television, film, podcast, webpage, etc.).
- For additional site-based options, see the supplemental book list in the appendix.
- If a student or family wants to opt-out of a teacher-selected text, they will be given an equally rigorous option.

Required Writing for Any Literature Course

- One analysis essay.
- One essay with research. (Option: 4-5 pages with 5+ sources and citation work; if this is not chosen, then a project with the equivalent research work represented is required.)
- One additional essay, as appropriate for the course.
- Frequent writing experimenting with multiple genres, including poetry, letters, and fiction.
- Frequent analytical practice through journals, informal responses, short fiction, and poetry exercises, as well as claim generation on demand.

Required Activities for Any Literature Course

- At least one formal presentation using technology.
- Participate in class and group discussions.
- Vocabulary development.

Honors Requirements for Any Literature Course

Additional Requirements for Honors:

- Honors courses are designed for advanced readers and writers capable of in-depth analysis, and who have the interest and self-motivation to read and write independently. This class assumes not only the ability to read and write independently, but also the ability to spend more time in discussion rather than in supported reading (there will be an increased reading pace), as well as a higher level of commitment and preparation in and out of class. The expectation of the level of discourse in this class is a heightened one. Learners, therefore, have an increased level of accountability to their class community in terms of keeping up with reading and other assignments.

Informational Texts

Graduate-Level Competency:

Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts, including texts for science, social studies, technical subjects, and self-selected material.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.1 The learner will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print informational texts, including texts for science, social studies, and technical subjects.	<ul style="list-style-type: none"> • Know the personal, professional, and practical reasons to be a lifelong reader in the 21st-century American and global society. • Read independently for in-depth understanding. • Skim independently for important/specific information using text features, etc. • Evaluate a variety of textual evidence in order to create a nuanced and fluid support for a claim. • Independently evaluate a text for purpose, credibility, bias, and perspective using textual evidence to support that evaluation. • Identify and analyze how an author's strategic choices of diction, syntax, and figurative language affect the specific tone and meaning of a text. 	<p><u>AKSS</u> RI.1-10 L.4-6</p> <p><u>AASL</u> III.A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, III. 1-2, IV.B.1-4, VI.B.1-3, III.C1-3, VI.C.1-2, I.D.1-4, II.D.1-3, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>ISTE</u> 1.d, 3, 7.a-b</p> <p><u>AK Digital Literacy</u> 6-12. EL.4, 6-12. KC. 1-4, 6-12. GC.1-4</p> <p><u>AK Cultural</u> A,B, & D</p>

Literature

Graduate-Level Competency:

Literature

GS.2 Learners will demonstrate the ability to comprehend, analyze, and engage with a variety of complex print and non-print literary texts, both teacher and self-selected.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.2 The learner will demonstrate the ability to comprehend, analyze, and engage with a variety of increasingly complex print and non-print literary texts.	<ul style="list-style-type: none"> • Know the personal, professional, and practical reasons to be a lifelong reader in the 21st-century American and global society. • Read texts of various lengths, especially in a sustained, long-term manner, in order to prepare for college and career pathways and to facilitate personal growth. • Explain how the various perspectives and voices within our nation's stories inform how we define our communities, ourselves, and others. • Independently determine the manner and quantity of annotations necessary to fully engage in a given text. • Identify and explain how an author's strategic choices of diction, syntax, and literary devices affect the specific tone and meaning of a text. • Understand how modern works of fiction draw on ancient myths, traditional stories, or religious works, and describe how the material is reinterpreted. 	<p><u>AKSS</u> RL.1-10 L.4-6</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B1-3, III.B.1-2, B.IV.1-4, B.V.1-3, B.VI.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4,II.D.1-3,III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>ISTE</u> 1.d, 3, 7.a-b</p> <p><u>AK Digital Literacy</u> 6-12. EL.4, 6-12. KC. 1-4, 6-12. GC.1-4</p> <p><u>AK Cultural</u> A,B, & D</p>

Writing

Graduate-Level Competency:

Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language.

Course/Grade Competencies	Content Objectives	Standards
HS.3 The learner will write in a variety of modes (including analytical, narrative, explanatory, and expressive), and use increasingly complex reasoning, structure, and language.	<p>The learner will:</p> <ul style="list-style-type: none"> • Develop sustained, purposeful multi-paragraph writing that addresses an audience beyond the classroom. • Write effective arguments to support a claim using specific evidence and reasoning. • Employ strategic diction, syntax, and figurative language to establish a specific voice and meaning. • Engage in the process of revision to improve writing, and consider various stylistic choices and refine voice. • Use available tools and strategies independently to produce a syntactically correct, error-free, professional-quality document with standard English conventions. • Choose and adhere to an established and effective format specific to the purpose of the writing task. 	<p><u>AKSS</u> W.1, 2, 3, 4, 5, 10 L.1, 2, 3</p> <p><u>AK Digital Literacy</u> 6-12.ID.3, 6-12.ID.4</p> <p><u>AASL</u> I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II. .1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>ISTE</u> 4.c-d</p>

Speaking and Listening

Graduate-Level Competencies:

Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.4 The learner will demonstrate the ability to speak purposefully and effectively, strategically making increasingly complex decisions about content, language use, and discourse style.	<ul style="list-style-type: none"> • Produce coherent oral discourse appropriate to task, purpose, and audience. • Negotiate different cultural perspectives with sensitivity. • Adjust presentation style, degree of formality, word choice, tone, and information to the context and audience. • Synthesize and share information from a variety of sources and perspectives. • Respond appropriately to others' constructive criticism, compliments, and feedback to improve future communication. 	<p>AKSS SL.1, 4, 5, 6</p> <p>AK Digital Literacy 6-12.EL.1, 6-12.DC.3</p> <p>AASL I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.2-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p>ISTE 1.a, 6.a,c-d</p>
HS.5 The learner will demonstrate the ability to listen critically and thoughtfully in a variety of settings and purposes.	<ul style="list-style-type: none"> • Listen to understand, as well as to respond and build understanding collaboratively rather than competitively. • Understand cultural nuances in conversational styles and behavior (e.g., eye contact norms and body language). • Participate in live conversations while monitoring and enhancing equity of voice. • Independently make decisions in groups of all sizes using consensus-building strategies and compromise. • Evaluate the validity of claims and counter-claims presented in discussions. 	<p>AKSS SL.2, 3 E/LA.B.1-3, C.1-5, D.1-4 Cultural: CSA.1.3, D.5, E.3-8</p> <p>AASL I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.A.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p>AK Digital Literacy 6-12.DC.3</p> <p>ISTE 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c</p>

Research

Graduate-Level Competency:

Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.6 The learner will demonstrate the ability to conduct research to investigate topics, evaluate sources, utilize databases, and synthesize information in an increasingly complex manner.	<ul style="list-style-type: none"> • Accumulate and vet sources online, in print, and in person. • Coordinate and subordinate information and research material in order to synthesize it and present it coherently. • Smoothly integrate common knowledge, summary, quoted material, and paraphrases. • Cite material accurately according to a given professional manual of style (e.g., MLA, APA, Chicago) in order to avoid plagiarism. 	<p><u>AKSS</u> W.7, 8, 9</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.A.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>AK Digital Literacy</u> 6-12.DC.3</p> <p><u>ISTE</u> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c</p>

Technology

Graduate-Level Competencies:

Technological

GS.7 Learners will demonstrate the ability to appropriately use the tools of technology to gather, interpret, collaborate, and analyze information and create shareable products.

Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.7 The learner will demonstrate the ability to appropriately use the tools of technology (including digital media and the Internet) to gather, interpret, and analyze information and create shareable products.	<ul style="list-style-type: none"> Understand the uses and limitations of search engines. Use library and professional databases autonomously. Make choices about technology platforms and use the appropriate tools (e.g., an app or program) to present material. Seek out and adapt to new developments and tools in order to select the best technology for the task. 	<p>AKSS W.6, SL.5</p> <p>ISTE 1.d, 3, 4, 5.c, 6</p> <p>AK Digital Literacy 6-12.EL.4, 6-12.KC.1-4, 6-12.ID.1-4, 6-12.CT.3, 6-12.CC.1-4</p> <p>AASL I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III. .1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p>

Media Literacy

Graduate-Level Competency:

Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.8 The learner will engage in critical thinking through accessing, analyzing, evaluating, and creating an increasingly complex variety of media. (The term “media” refers to all electronic or digital means and print or artistic visuals used to transmit messages.)	<ul style="list-style-type: none"> Recognize, analyze, and understand the value of audio/visual/art as they connect to written pieces. 	<p><u>AKSS</u> RI.5, 6, 7, RL.7 SL.3, 5 L.5</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>AK Digital Literacy</u> 6-12.DC.3</p> <p><u>ISTE</u> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c5</p>

American Literature Course Options

Course Descriptions and Required Reading Choice Lists

Advanced Placement (AP) English Language and American Literature

AP English Language and American Literature: This course is an accelerated, yearlong course that challenges learners to integrate ideas in American literature with writing and composition. American prose, poetry, and drama are used as vehicles for examining American culture and improving writing skills. Required composition and speeches are challenging and varied, including organized study of the structure of sentences, paragraphs, and large discursive patterns in preparation for the AP English Language and Composition examination.

Prerequisite: *English 10* and teacher recommendation

Writing Intensive

This course is designed to provide an opportunity for learners capable of doing college-level work with the possibility of gaining advanced placement and/or credit in college English. The first semester of this course fulfills the American literature graduation requirement, and the second semester fulfills the writing intensive requirement.

Please see the *American Literature* course offerings and the College Board – AP Central website for more information (<https://apcentral.collegeboard.org/>).

Required Reading

- ✓ Read at least 2-4 book-length reading selections (fiction, drama, nonfiction, etc.).
- ✓ Read at least 3-5 shorter written pieces (articles, essays, speeches, short stories, poetry, excerpts from longer pieces, etc.) independently and/or in literature circles. Some options include, but are not limited to, additional reading from authors listed in this course or selections on the supplemental book list (either whole text or excerpts).
- ✓ Read a variety of materials with a focus on classic and current nonfiction selections, and aligned with the recommended reading list as provided by the College Board.
- ✓ Utilize the online tutorials available on [Collegeboard.org](https://collegeboard.org).
- ✓ Teachers may select from the book lists of other literature courses not presently offered at their schools (or in collaboration with their colleagues).

Required Writing

- ✓ Individual writing requirements outlined in instructor's syllabus and subject to approval by the College Board.
- ✓ Multiple timed essays.
- ✓ Multiple revised essays.
- ✓ One formal, revised research essay; 6-7 pages with 6+ sources and citation work.
- ✓ Various informal written responses and activities.
- ✓ One formal presentation of written work.
- ✓ Self and peer evaluation of written work.
- ✓ Refine skills of the writing process, both as writers and as response partners.
- ✓ Develop a sophisticated writing style across essay types.
- ✓ Refine analytical skills introduced in previous courses.
- ✓ Apply the principles of logic and rhetorical strategies in essays.
- ✓ Apply tools of technology to writing as appropriate.

African American Literature

African American Literature: This course is a thematic approach to the study of African American literature. Learners respond to the literature orally, in writing, and in classroom presentations. They will gain an understanding of the African American culture and its relationships and contributions to the mosaic of cultures that make up our world. Learners will learn appreciation for, and tolerance of, their own and others' cultures. Formal literary analysis is required, as well as a variety of other writing experiences.

This course fulfills the American Literature requirement.

- ✓ Read at least 2-4 book-length reading selections (fiction, drama, nonfiction, etc.), such as:
 - *Akata Witch* by Nnedi Okorafor
 - *The Boy in the Black Suit* by Jason Reynolds
 - *Brown Girl Dreaming* by Jacqueline Woodson
 - *Dear Martin* by Nic Stone
 - *The Hate U Give* by Angie Thomas
 - *I Know Why the Caged Bird Sings* by Maya Angelou
 - *Monster* by Walter Dean Myers
 - *Salvage the Bones* by Jesmyn Ward
 - Selections from the following authors:
 - Angela Davis
 - Ta-Nehisi Coates
 - Frederick Douglass
 - Olauda Equiano
 - Lorraine Hansberry
 - bell hooks
 - Martin Luther King, Jr.
 - Barack Obama
 - Michelle Obama
 - Booker T. Washington
 - August Wilson
 - Malcolm X
- ✓ Read at least 3-5 shorter written pieces (articles, essays, speeches, short stories, poetry, excerpts from longer pieces, etc.) independently and/or in literature circles. Some options include, but are not limited to, additional reading from authors listed in this course, selections on the supplemental book list (either whole text or excerpts), or pieces from the following authors:
 - Elizabeth Alexander
 - Maya Angelou
 - Countee Cullen
 - Rita Dove
 - Paul Laurence Dunbar
 - Ernest Gaines
 - Nikki Giovanni
 - Langston Hughes
 - James Weldon Johnson
 - Audre Lorde
 - Toni Morrison
- ✓ Teachers may select from the book lists of other literature courses not presently offered at their schools (or in collaboration with their colleagues).

American Literature: Defining Freedom	American Literature: Shifting Dreams
<p><i>American Literature: Defining Freedom:</i> This integrated thematic course allows learners to explore literature in connection with social and cultural themes that define the American understanding of freedom. It combines a survey of diverse American authors with composition. Prose, poetry, and drama written by American authors are used as vehicles for examining and improving writing skills. Formal literary analysis is required, as well as a variety of other writing experiences.</p> <p>This course fulfills the American Literature requirement.</p> <ul style="list-style-type: none"> ✓ Read at least 2-4 book-length reading selections (fiction, drama, nonfiction, etc.), such as: <ul style="list-style-type: none"> ○ <i>Kindred</i> by Octavia Butler ○ <i>The Crucible</i> by Arthur Miller ○ <i>Incidents in the Life of a Slave Girl</i> by Harriet Jacobs ○ <i>The Narrative of the Life of Frederick Douglass</i> by Frederick Douglass ○ <i>Orphan Train</i> by Christina Baker Kline ○ <i>Our Town</i> by Thornton Wilder ○ <i>The Way to Rainy Mountain</i> by Scott Momaday ✓ Read at least 3-5 shorter written pieces (articles, essays, speeches, short stories, poetry, excerpts from longer pieces, etc.) independently and/or in literature circles. Some options include, but are not limited to, additional reading from authors listed in this course, selections on the supplemental book list (either whole text or excerpts), or the following: <ul style="list-style-type: none"> ○ “The Story of an Hour” by Kate Chopin ○ “The Yellow Wallpaper” by Charlotte Perkins Gilman ○ Speeches from Indigenous leaders (for example, Chief Seattle’s speech of 1854). ✓ Teachers may select from the book lists of other literature courses not presently offered at their schools (or in collaboration with their colleagues). 	<p><i>American Literature: Shifting Dreams:</i> This integrated thematic course combines a survey of diverse American authors with composition, and allows learners to explore the changing understanding of the American dream. Prose, poetry, and drama written by American authors are used as vehicles for examining and improving writing skills. Formal literary analysis is required, as well as a variety of other writing experiences.</p> <p>This course fulfills the American Literature requirement.</p> <ul style="list-style-type: none"> ✓ Read at least 2-4 book-length reading selections (fiction, drama, nonfiction, etc.), such as: <ul style="list-style-type: none"> ○ <i>All American Boys</i> by Brendan Kiely and Jason Reynolds ○ <i>A Raisin in the Sun</i> by Lorraine Hansberry ○ <i>The Catcher in the Rye</i> by J.D. Salinger ○ <i>The Great Gatsby</i> by F. Scott Fitzgerald ○ <i>Interpreter of Maladies</i> by Jhumpa Lahiri ○ <i>Of Mice and Men</i> by John Steinbeck ○ <i>The Piano Lesson</i> by August Wilson ○ <i>Their Eyes Were Watching God</i> by Zora Neale Hurston ○ <i>The Things They Carried</i> by Tim O’Brien ✓ Read at least 3-5 shorter written pieces (articles, essays, speeches, short stories, poetry, excerpts from longer pieces, etc.) independently and/or in literature circles. Some options include, but are not limited to, additional reading from authors listed in this course or selections on the supplemental book list (either whole text or excerpts). ✓ Teachers may select from the book lists of other literature courses not presently offered at their schools (or in collaboration with their colleagues).

Native American Literature

Native American Literature: This course is a thematic approach to the study of Native American literature. Learners respond to the literature orally, in writing, and in classroom presentations. They will gain an understanding of the Native American culture and its role in, and contribution to, the mosaic of all cultures that make up our world. Learners will learn appreciation for, and tolerance of, their own and others' cultures. Formal literary analysis is required, as well as a variety of other writing experiences.

This course fulfills the American Literature requirement.

- ✓ Read at least 2-4 book-length reading selections (fiction, drama, nonfiction, etc.), such as:
 - *Braiding Sweetgrass* by Robin Wall Kimmerer
 - *Ceremony* by Leslie Marmon Silko
 - *Fifty Miles from Tomorrow* by Willie Hensley
 - *The Lone Ranger and Tonto Fistfight in Heaven* by Sherman Alexie
 - *Raising Ourselves* by Velma Wallis
 - *The Round House* by Louise Erdrich
 - *The Way to Rainy Mountain* by Scott Momaday
- ✓ Read at least 3-5 shorter written pieces (articles, essays, speeches, short stories, poetry, excerpts from longer pieces, etc.) independently and/or in literature circles. Some options include, but are not limited to, additional reading from authors listed in this course, selections on the supplemental book list (either whole text or excerpts), or selections from the following anthologies:
 - *Earth Song, Sky Spirit* (ed. Clifford E. Trafzer)
 - *Growing up Native American: An Anthology* (ed. Patricia Riley)
 - *Reinventing the Enemy's Language: Contemporary Native Women's Writings of North America* (ed. Joy Harjo & Gloria Bird)
 - *Spiderwoman's Granddaughters: Traditional Tales and Contemporary Writing by Native American Women* (ed. Paula Gunn Allen)
- ✓ Teachers and students may select from the book lists of other literature courses not presently offered at their schools (or in collaboration with their colleagues).

Other Literature Course Options

Course Descriptions and Required Reading Choice Lists

Advanced Placement (AP) Literature and Composition	British Literature
<p>AP Literature and Composition: This is a yearlong honors level course for learners of superior work habits and a willingness to be intellectually challenged. It is designed to provide a learning opportunity for those learners capable of doing college level work and the possibility of gaining advanced placement and/or credit in college English, upon successful completion of the AP English Literature and Composition examination. This course provides a comprehensive background in the analysis of literature, and requires a significant amount of independent reading and writing.</p> <p>Prerequisite: <i>English 10</i> and teacher recommendation</p> <p>Writing Intensive</p> <p>The first semester of this course fulfills one literature requirement, and the second semester fulfills the writing intensive graduation requirement.</p> <p>Please visit the College Board-AP Central website for more information (http://apcentral.collegeboard.com).</p>	<p>British Literature: This course combines a survey of British texts, with an emphasis in formal structured writing. <i>British Literature</i> lays a foundation for understanding modern events, society, and conflict. Canonical British literature and post-colonialist texts are the tools used to analyze the relationship between the past and the present, and to examine contemporary issues related to race, class, and gender.</p> <div> <div> <p>✓ Read at least 2-4 book-length reading selections (fiction, drama, nonfiction, etc.), such as:</p> <ul style="list-style-type: none"> ○ <i>1984</i> by George Orwell ○ <i>Alice's Adventures in Wonderland</i> by Lewis Carroll ○ <i>Brave New World</i> by Aldous Huxley ○ <i>Frankenstein</i> by Mary Shelley ○ <i>Heart of Darkness</i> by Joseph Conrad (option to pair it with <i>Things Fall Apart</i> by Chinua Achebe) ○ <i>The Importance of Being Earnest</i> by Oscar Wilde ○ <i>Jane Eyre</i> by Charlotte Bronte ○ <i>Pride and Prejudice</i> by Jane Austen (option to pair with <i>Pride</i> by Ibi Zoboi) ○ <i>Wuthering Heights</i> by Emily Bronte ○ At least one Shakespeare play: <ul style="list-style-type: none"> ▪ <i>Hamlet</i> (option to pair with <i>Rosencrantz and Guildenstern are Dead</i> by Tom Stoppard) ▪ <i>Macbeth</i> ▪ <i>Othello</i> </div> <div> <p>✓ Read at least 3-5 shorter written pieces (articles, essays, speeches, short stories, poetry, excerpts from longer pieces, etc.) independently and/or in literature circles. Some options include, but are not limited to, additional reading from authors listed in this course, selections on the supplemental book list (either whole text or excerpts), or the following:</p> <ul style="list-style-type: none"> ○ <i>The Danger of a Single Story</i> by Chimamanda Ngozie Adichie ○ <i>A Room of One's Own</i> by Virginia Woolf ○ <i>Shooting an Elephant</i> by George Orwell ○ <i>A Vindication of the Rights of Women</i> by Mary Wollstonecraft Shelley ○ Excerpts from Edward Said, such as <i>Culture and Imperialism</i> ○ Excerpts from at least two of the following: <ul style="list-style-type: none"> ▪ Arthurian legend ▪ <i>Beowulf</i> (option to pair with excerpts from <i>Grendel</i> by John Gardner) ▪ <i>The Canterbury Tales</i> by Geoffrey Chaucer ▪ <i>Paradise Lost</i> by John Milton ▪ Romance poetry ▪ Victorian poetry <p>✓ Teachers may select from the book lists of other literature courses not presently offered at their schools (or in collaboration with their colleagues).</p> </div> </div>

Holocaust Literature

Holocaust Literature: This course is a thematic approach that challenges learners to pull lessons that connect our contemporary era to the history of the Holocaust, teaching awareness and tolerance for other cultures internationally as well as within our own communities. The course continues to build on historic and literary foundations through activities that involve critical thinking and analysis. Learners focus on individual stories and historic content that connect a variety of experiences, allowing learners to ‘own’ their study of the Holocaust. In giving historical content to literature, it provides clarity and builds better foundations for reference points, thus making a meaningful connection for all learners. Formal literary analysis is required, as well as a variety of other writing experiences.

- ✓ Core Requirements:
 - One fiction or drama selection
 - One graphic selection
 - One nonfiction selection
- ✓ Read at least 2-4 book-length reading selections (fiction, drama, nonfiction, etc.), such as
 - *Alicia, My Story* by Alicia Appleman-Jurman
 - *All But My Life* by Gerda Weissmann Klein
 - *The Book Thief* by Mark Zusak
 - *Diary of Anne Frank (play)* by Francis Goodrich and Albert Hackett
 - *Diary of David Sierakowiak* by David Sierakowiak
 - *Man’s Search for Meaning* by Viktor Frankl
 - *Maus I – II* by Art Spiegelman
 - *Notes from the Warsaw Ghetto* by Emanuel Ringelblum
 - *Survival in Auschwitz* by Primo Levi
 - *Survivors of the Holocaust* by Zane Whittingham
 - *Upon the Head of a Goat: A Childhood in Hungary* by Aranka Siegal
 - *The Wave* by Todd Strasser (pseudonym Morton Rhue)
- ✓ Read at least 3-5 shorter written pieces (articles, essays, speeches, short stories, poetry, excerpts from longer pieces, etc.) independently and/or in literature circles. Some options include, but are not limited to, additional reading from authors listed in this course, selections on the supplemental book list (either whole text or excerpts), or the following:
 - *I Never Saw Another Butterfly* by Hana Volavkova
- ✓ Teachers may select from the book lists of other literature courses not presently offered at their schools (or in collaboration with their colleagues).

Social Themes in Literature

Social Themes in Literature: This course is a thematic approach to the study of contemporary and historical social issues through a variety of texts, including fiction, nonfiction, poetry, and drama. Learners respond to the texts verbally, in writing, and through classroom presentations. They will read and explore narratives written by and about people who have been historically under-represented in the literary canon (women, Native Americans, African Americans/Africans, Latinx, Asian/Asian Americans and LGBTQ+ peoples). They will gain an understanding of diverse people, experiences, and contributions of the many voices that make up the global community. Learners will also gain a deeper awareness and appreciation for their own and others' cultures. Formal literary analysis is required, as well as a variety of other writing experiences.

This is a personalized learning course. **This class provides a unique opportunity for learners to create their own reading list, which must include one item from fiction, nonfiction, drama or graphic, and poetry.** Learners will examine contemporary and historical social issues through diverse perspectives and authors. They are encouraged to choose diverse selections, and may appeal to the teacher to use a different title from the supplemental reading list in the appendix.

- ✓ Read at least 2-4 book-length reading selections (fiction, drama, nonfiction, etc.), such as:
 - *The 57 Bus* (Slater)
 - *All You Can Ever Know* (Chung)
 - *American Born Chinese* (Yang)
 - *Aristotle and Dante Discover the Secrets of the Universe* (Sáenz)
 - *Bless Me, Ultima* (Anaya)
 - *Enchanted Air* (Margarita Engle)
 - *Farewell to Manzanar* (Jeanne Wakatsuki Houston)
 - *Handmaid's Tale* (Atwood)
 - *I am Nujood, Age 10 and Divorced*
 - *Little Foxes* (Helman)
 - *Mexican White Boy* (de la Pena)
 - *Obasan* (Kogawa)
 - *Persepolis* (Satrapi)
 - *Poet X* (Acevedo)
 - *Poisonwood Bible* (Kingsolver)
 - *Simon Vs. the Homo Sapiens Agenda* (Albertalli)
 - *They Called Us Enemy* (Takei)
 - *Trifles* (Glaspell)
 - *When Heaven and Earth Changed Places* (Hayslip)
- ✓ Read at least 3-5 shorter written pieces (articles, essays, speeches, short stories, poetry, excerpts from longer pieces, etc.) independently and/or in literature circles. Some options include, but are not limited to, additional reading from authors listed in this course or selections on the supplemental book list (either whole text or excerpts), such as pieces written by:

<ul style="list-style-type: none"> ○ Maya Angelou ○ W.H. Auden ○ Jimmy Santiago Baca ○ Rick Barot ○ Elizabeth Bishop ○ Lord Byron ○ Dorothy Chan ○ Countee Cullen ○ Rita Dove ○ Mariposa Fernandez ○ Hafiz ○ Garret Hongo ○ Hiromi Ito ○ Ha Jin ○ June Jordan ○ Federico Garcia Lorca ○ Audre Lorde ○ Edna St. Vincent Millay ○ Pablo Neruda ○ 	<ul style="list-style-type: none"> ○ Aimee Nezhukumatathil ○ Naomi Shihab Nye ○ Sharon Olds ○ Mary Oliver ○ Michael Ondaatje ○ Linda Pastan ○ Marge Piercy ○ Sylvia Plath ○ Adrienne Rich ○ Rumi ○ Sappho ○ Gertrude Stein ○ Gary Soto ○ Gertrude Stein ○ Truong Tran ○ Sojourner Truth ○ Ocean Vuong ○ Alice Walker ○ Walt Whitman
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- ✓ Teachers may select from the book lists of other literature courses not presently offered at their schools (or in collaboration with their colleagues).

World Literature

World Literature: This integrated course combines a survey of international authors with composition. Prose, poetry, and drama are used as vehicles for examining culture and important authors outside of our national and cultural boundaries, as well as improving writing skills. Formal literary analysis is required, as well as a variety of other writing experiences.

- ✓ Read at least 2-4 book-length reading selections (fiction, drama, nonfiction, etc.), such as:
 - *The Cherry Orchard* by Anton Chekhov
 - *A Doll's House* by Henrik Ibsen
 - *Hedda Gabler* by Henrik Ibsen
 - *In the Time of Butterflies* by Julia Alvarez
 - *The Kite Runner* by Khaled Hosseini
 - *Life of Pi* by Yann Martel
 - *Persepolis* by Marjane Satrapi
 - *Things Fall Apart* by Chinua Achebe
- ✓ Read at least 3-5 shorter written pieces (articles, essays, speeches, short stories, poetry, excerpts from longer pieces, etc.) independently and/or in literature circles. Some options include, but are not limited to, additional reading from authors listed in this course or selections on the supplemental book list (either whole text or excerpts).
- ✓ Teachers may select from the book lists of other literature courses not presently offered at their schools (or in collaboration with their colleagues).

Upper-Division Writing-Intensive Courses

Course Details:	Overview:
Grade(s): See course descriptions below.	<p>Upper level writing intensive courses build effective communication through a rigorous process of drafting, organizing, and revising a variety of rhetorical modes, including cause/effect, problem/solution, narrative, compare/contrast, process, and definition. Learners will use model texts to further their understanding of the ways in which the audience determines the mode and the final product.</p> <p>Writing intensive courses fulfill a graduation requirement. All of the competencies listed within this section, and everything listed in required writing section, are a part of every writing intensive course. Individual classes may require additional assignments. <i>Creative Writing I & II</i>, and <i>Journalism I, II, III, and IV</i> may use equivalent written assignments as appropriate for course.</p> <p>The learner must complete one writing intensive course.</p>
Length: One semester each	
Prerequisites: See course descriptions below.	
Writing Intensive	

Writing-Intensive Courses	
<ul style="list-style-type: none"> • AP English Language and American Literature • AP Language and Composition • AP Literature and Composition • Advanced Composition (UAF – Writing 111X) • College Preparatory Composition • Composition and Media Analysis • Creative Nonfiction • Creative Writing I 	<ul style="list-style-type: none"> • Creative Writing II • Journalism I • Journalism II • Journalism III • Journalism IV • Professional Writing • Research and Inquiry

Informational Texts

Graduate-Level Competency:

Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts, including texts for science, social studies, technical subjects, and self-selected material.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.1 The learner will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print informational texts, including texts for science, social studies, and technical subjects.	<ul style="list-style-type: none"> • Know the personal, professional, and practical reasons to be a lifelong reader in the 21st-century American and global society. • Read texts of various lengths, especially in a sustained, long-term manner, to prepare for college and career pathways and to facilitate personal growth. • Read independently for in-depth understanding. • Skim independently for important/specific information using text features, etc. • Evaluate a variety of textual evidence in order to create a nuanced and fluid support for a claim. • Independently determine the manner and quantity of annotations necessary to fully engage in a given text. • Independently evaluate a text for purpose, credibility, bias, and perspective using textual evidence to support that evaluation. • Explain how their own cultural background informs their world view and interpretation of a text. • Identify and critique main modes of persuasion (i.e., ethos, logos, pathos) as a consumer of media. • Increase vocabulary by determining word meaning through context clues, knowledge of word origins, and structures. • Identify and analyze how an author's strategic choices of diction, syntax, and figurative language affect the specific tone and meaning of a text. 	<p><u>AKSS</u> RI.1-10 L.4-6</p> <p><u>AASL</u> III.A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, III. .1-2, IV.B.1-4, VI.B.1-3, III.C1-3, VI.C.1-2, I.D.1-4, II.D.1-3, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>ISTE</u> 1.d, 3, 7.a-b</p> <p><u>AK Digital Literacy</u> 6-12. EL.4, 6-12. KC. 1-4, 6-12. GC.1-4</p> <p><u>AK Cultural</u> A,B, & D</p>

Writing

Graduate-Level Competency:

Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.3 The learner will write in a variety of modes (including analytical, narrative, explanatory, and expressive), and use increasingly complex reasoning, structure, and language.	<ul style="list-style-type: none"> • Use writing to solve problems and/or create opportunities in the world outside of the classroom. • Develop sustained, purposeful multi-paragraph writing that addresses an audience beyond the classroom. • Write effective arguments to support a claim using specific evidence and reasoning. • Employ strategic diction, syntax, and figurative language to establish a specific voice and meaning. • Engage in the process of revision to improve writing, and consider various stylistic choices and refine voice. • Use available tools and strategies independently to produce a syntactically correct, error-free, professional-quality document with standard English conventions. • Choose and adhere to an established and effective format specific to the purpose of the writing task. 	<p><u>AKSS</u> W.1, 2, 3, 4, 5, 10 L.1, 2, 3</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, B.IV.1-4, B.V.1-3, B.VI.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>ISTE</u> 1.d, 3, 7.a-b</p> <p><u>AK Digital Literacy</u> 6-12. EL.4, 6-12. KC. 1-4, 6-12. GC.1-4</p>

Speaking and Listening

Graduate-Level Competency:

Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.4 The learner will demonstrate the ability to speak purposefully and effectively, strategically making increasingly complex decisions about content, language use, and discourse style.	<ul style="list-style-type: none"> • Use both formal and informal speaking to solve problems and/or create opportunities in the world outside of the classroom. • Respond appropriately to others' constructive criticism, compliments, and feedback to improve future communication. 	<p>AKSS SL.1, 4, 5, 6</p> <p>AK Digital Literacy 6-12.EL.1, 6-12.DC.3</p> <p>AASL I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.2-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p>ISTE 1.a, 6.a,c-d</p>
HS.5 The learner will demonstrate the ability to listen critically and thoughtfully in a variety of settings and purposes.	<ul style="list-style-type: none"> • Listen to understand, as well as to respond and build understanding collaboratively rather than competitively. • Independently make decisions in groups of all sizes, using consensus-building strategies and compromise. 	<p>AKSS SL.2, 3</p> <p>AKSS E/LA.B.1-3, C.1-5, D.1-4 Cultural: CSA.1,3, D.5, E.3-8</p> <p>AASL I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.A.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p>AK Digital Literacy 6-12.DC.3</p> <p>ISTE 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c</p>

Research

Graduate-Level Competency:

Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.6 The learner will demonstrate the ability to conduct research to investigate topics, evaluate sources, utilize databases, and synthesize information in an increasingly complex manner.	<ul style="list-style-type: none"> • Use the research process to solve problems and/or create opportunities in the world outside of the classroom. • Accumulate and vet sources online, in print, and in person. • Find and select both primary and secondary sources independently. • Coordinate and subordinate information and research material in order to synthesize it and present it coherently. • Smoothly integrate common knowledge, summary, quoted material, and paraphrases. • Cite material accurately according to a given professional manual of style (e.g., MLA, APA, Chicago) in order to avoid plagiarism. 	<p><u>AKSS</u> W.7, 8, 9</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.A.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>AK Digital Literacy</u> 6-12.DC.3</p> <p><u>ISTE</u> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c</p>

Technology

Graduate-Level Competency:

Technological

GS.7 Learners will demonstrate the ability to appropriately use the tools of technology to gather, interpret, collaborate, and analyze information and create shareable products.

Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.7 The learner will demonstrate the ability to appropriately use the tools of technology (including digital media and the Internet) to gather, interpret, and analyze information and create shareable products.	<ul style="list-style-type: none"> Understand the uses and limitations of search engines. Use library and professional databases autonomously. Make choices about technology platforms and use the appropriate tools (e.g., an app or program) to present material. Seek out and adapt to new developments and tools in order to select the best technology for the task. 	<p><u>AKSS</u> W.6, SL.5</p> <p><u>ISTE</u> 1.d, 3, 4, 5.c, 6</p> <p><u>AK Digital Literacy</u> 6-12.EL.4, 6-12.KC.1-4, 6-12.ID.1-4, 6-12.CT.3, 6-12.CC.1-4</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III. .1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p>

Media Literacy

Graduate-Level Competency:

Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.8 The learner will engage in critical thinking through accessing, analyzing, evaluating, and creating an increasingly complex variety of media. (The term “media” refers to all electronic or digital means and print or artistic visuals used to transmit messages.)	<ul style="list-style-type: none"> • Understand how algorithms function to track, target, alter, and control digital behavior. • Explain how factual news differs from propaganda (e.g., “fake news”), and why an entity would use the latter versus the former. • Be fully aware, prepared, and responsible online citizens. • Identify and critique main modes of persuasion (i.e., ethos, logos, pathos) as a consumer of media. • Identify how logical fallacies and stylistic choices impact media messages. • Apply the main modes of persuasion (i.e., ethos, logos, pathos) to more fully engage within their personal and professional communities. 	<p><u>AKSS</u> RI.5, 6, 7 RL.7 SL.3, 5 L.5</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>AK Digital Literacy</u> 6-12.DC.3</p> <p><u>ISTE</u> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c5</p>

Course Descriptions & Required Reading & Writing

Advanced Placement (AP) English Language and American Literature

AP English Language and American Literature: This course is an accelerated, yearlong course that challenges learners to integrate ideas in American literature with writing and composition. American prose, poetry, and drama are used as vehicles for examining American culture and improving writing skills. Required composition and speeches are challenging and varied, including organized study of the structure of sentences, paragraphs, and large discursive patterns in preparation for the AP English Language and Composition examination.

Prerequisite: *English 10* and teacher recommendation

Writing Intensive

This course is designed to provide an opportunity for learners capable of doing college-level work with the possibility of gaining advanced placement and/or credit in college English. The first semester of this course fulfills the American literature graduation requirement, and the second semester fulfills the writing intensive requirement.

Please see the *American Literature* course offerings and the College Board – AP Central website for more information (<https://apcentral.collegeboard.org/>).

Required Reading

- ✓ Read at least 2-4 book-length reading selections (fiction, drama, nonfiction, etc.).
- ✓ Read at least 3-5 shorter written pieces (articles, essays, speeches, short stories, poetry, excerpts from longer pieces, etc.) independently and/or in literature circles. Some options include, but are not limited to, additional reading from authors listed in this course or selections on the supplemental book list (either whole text or excerpts).
- ✓ Read a variety of materials with a focus on classic and current nonfiction selections, and aligned with the recommended reading list as provided by the College Board.
- ✓ Utilize the online tutorials available on [Collegeboard.org](https://collegeboard.org).
- ✓ Teachers may select from the book lists of other literature courses not presently offered at their schools (or in collaboration with their colleagues).

Required Writing

- ✓ Individual writing requirements outlined in instructor's syllabus and subject to approval by the College Board.
- ✓ Multiple timed essays.
- ✓ Multiple revised essays.
- ✓ One formal, revised research essay; 6-7 pages with 6+ sources and citation work.
- ✓ Various informal written responses and activities.
- ✓ One formal presentation of written work.
- ✓ Self and peer evaluation of written work.
- ✓ Refine skills of the writing process, both as writers and as response partners.
- ✓ Develop a sophisticated writing style across essay types.
- ✓ Refine analytical skills introduced in previous courses.
- ✓ Apply the principles of logic and rhetorical strategies in essays.
- ✓ Apply tools of technology to writing as appropriate.

Advanced Placement (AP) Language and Composition	Advanced Placement (AP) Literature and Composition	Advanced Composition
<p>AP Language and Composition: This challenging course provides an intensive experience in analyzing and applying rhetorical strategies and stylistic devices across the standard modes of discourse: narration, exposition, and argumentation. It focuses on effective writing and critical reading. It is designed to provide a learning opportunity for those learners capable of doing college level work, and the possibility of gaining advanced placement and/or credit in college English upon successful completion of the AP English Language and Composition Examination.</p> <p>Prerequisite: <i>English 10</i> and teacher recommendation</p> <p>Writing Intensive</p> <p>The first semester of this course fulfills the writing intensive graduation requirement, and the second semester fulfills the English elective requirement.</p> <p>Please visit the College Board-AP Central website for more information (http://apcentral.collegeboard.com).</p>	<p>AP Literature and Composition: This is a yearlong honors level course for learners of superior work habits and a willingness to be intellectually challenged. It is designed to provide a learning opportunity for those learners capable of doing college level work and the possibility of gaining advanced placement and/or credit in college English, upon successful completion of the AP English Literature and Composition examination. This course provides a comprehensive background in the analysis of literature, and requires a significant amount of independent reading and writing.</p> <p>Prerequisite: <i>English 10</i> and teacher recommendation</p> <p>Writing Intensive</p> <p>The first semester of this course fulfills one literature requirement, and the second semester fulfills the writing intensive graduation requirement.</p> <p>Please visit the College Board-AP Central website for more information (http://apcentral.collegeboard.com).</p>	<p>Advanced Composition (UAF - Writing IIIIX): This course is a rigorous experience in writing the various forms of exposition with emphasis on research, synthesis, and critical analysis. It is recommended for learners with better than average ability, especially those who plan to attend college. This course is offered in conjunction with UAF, and learners may purchase credits from UAF for <i>Writing IIIIX: Writing in Academic Contexts</i> class upon completion of the course.</p> <p>This writing intensive course fulfills a graduation requirement.</p> <p>Grade(s): 12th grade or teacher recommendation Prerequisites: Successful completion of 11th grade English courses or teacher recommendation.</p> <p>Required Reading</p> <ul style="list-style-type: none"> ✓ <i>They Say, I Say</i> (The required reading is determined by UAF and is subject to change.) ✓ Teachers may select from the book lists of other literature courses not presently offered at their schools (or in collaboration with their colleagues). <p>Required Writing:</p> <ul style="list-style-type: none"> ✓ Two timed essays. ✓ One formal, revised argumentative essay. ✓ One formal, revised, research essay; 6-7 pages with 6+ sources and citation work. ✓ Various informal written responses and activities. ✓ One formal presentation of written work. ✓ Self and peer evaluation of written work. ✓ Apply tools of technology to writing as appropriate.

College Preparatory Composition	Composition and Media Analysis	Creative Nonfiction
<p><i>College Preparatory Composition:</i> It prepares learners for college-level writing, with an emphasis on formal expository writing using nonfiction models. Learners are provided with diverse writing experiences, including a formal research paper. This course is highly recommended for 11th and 12th graders who plan to continue a post-high school education.</p> <p>As a writing intensive class, this course fulfills a graduation requirement.</p> <p>Grade(s): 10-12 Prerequisite: <i>English 10</i> (10th graders require teacher recommendation)</p> <p><u>Required Reading:</u></p> <ul style="list-style-type: none"> ✓ A variety of nonfiction essays, articles, and critical analysis. ✓ Teachers may select from the book lists of other literature courses not presently offered at their schools (or in collaboration with their colleagues). <p><u>Required Writing:</u></p> <ul style="list-style-type: none"> ✓ Two timed essays. ✓ One formal, revised analytical essay. ✓ One formal, revised argumentative essay. ✓ One formal, revised, research essay; 6-7 pages with 6+ sources and citation work. ✓ Various informal written responses and activities. ✓ One formal presentation of written work. ✓ Self and peer evaluation of written work. ✓ Apply tools of technology to writing as appropriate. 	<p><i>Composition and Media Analysis:</i> This course analyzes various types of media through expository and argumentative writing. Learners research and study various types of media. Emphasis is on the implications of the social and economic aspects of the media, including advertising and propaganda. Additionally, learners write compositions about social issues. This course provides a common sense approach to a media-rich society.</p> <p>This writing intensive course fulfills a graduation requirement.</p> <p>Grade(s): 11-12 Prerequisites: <i>English 10</i></p> <p><u>Required Reading:</u></p> <ul style="list-style-type: none"> ✓ Read a variety of essays that analyze the media. ✓ Analyze newspapers, magazines, and Internet sites. ✓ Teachers may select from the book lists of other literature courses not presently offered at their schools (or in collaboration with their colleagues). <p><u>Required Writing:</u></p> <ul style="list-style-type: none"> ✓ Two timed essays. ✓ One formal, revised argumentative essay. ✓ One formal, revised, research essay; 6-7 pages with 6+ sources and citation work. ✓ Various informal written responses and activities. ✓ One formal presentation of written work. ✓ Self and peer evaluation of written work. ✓ Apply tools of technology to writing as appropriate. 	<p><i>Creative Nonfiction:</i> The course focuses on writing strategies specific to, but not limited to, crafting narrative nonfiction, memoirs, biographies, travelogues, and historical nonfiction. Learners will translate personal experience and research into effective pieces of creative nonfiction using storytelling strategies for plot development, character arc, etc.</p> <p>This writing intensive course fulfills a graduation requirement.</p> <p>Grade(s): 11-12 Prerequisites: <i>English 10</i></p> <p><u>Required Writing:</u></p> <ul style="list-style-type: none"> ✓ Two timed essays. ✓ One formal, revised essay as appropriate for course. ✓ One formal, revised, research essay; 6-7 pages with 6+ sources and citation work. ✓ Various informal written responses and activities. ✓ One formal presentation of written work. ✓ Self and peer evaluation of written work. ✓ Apply tools of technology to writing as appropriate.

Creative Writing I	Creative Writing II
<p><i>Creative Writing I:</i> This course emphasizes the development of a creative writer’s “toolbox” of techniques based on evaluating published models of creative nonfiction, poetry, fiction, and drama. Learners will practice strategies for finding inspiration, drafting in various genres, accepting and offering meaningful critical feedback, and revising toward a publishable product.</p> <p>This writing intensive course fulfills a graduation requirement.</p> <p>Grade(s): 11-12 Prerequisites: <i>English 10</i></p> <p><u>Required Reading:</u></p> <ul style="list-style-type: none"> ✓ Culturally diverse authors as writing models. ✓ Various instructional pieces to guide writing in various genres. ✓ Teachers may select from the book lists of other literature courses not presently offered at their schools (or in collaboration with their colleagues). <p><u>Required Writing:</u></p> <ul style="list-style-type: none"> ✓ Must write substantial pieces in at least two of the four main genres: <ul style="list-style-type: none"> • Creative nonfiction • Poetry • Fiction • Drama ✓ One piece must go through a formal revision process. ✓ One piece or project must include research and citation. ✓ Various informal written responses and activities. ✓ One formal presentation of written work. ✓ Self and peer evaluation of written work. ✓ Apply tools of technology to writing as appropriate. 	<p><i>Creative Writing II:</i> This course is a continuation of <i>Creative Writing I</i> for learners who demonstrated the ability and drive to take their writing to the next level with a full-length piece. This class emphasizes the development of a creative writer’s “toolbox” of techniques based on evaluating published models of creative nonfiction, poetry, fiction, and drama. Learners will practice strategies for finding inspiration, drafting in various genres, accepting and offering meaningful critical feedback, and revising toward a publishable product.</p> <p>This writing intensive course fulfills a graduation requirement.</p> <p>Grade(s): 11-12 Prerequisites: <i>English 10, Creative Writing I,</i> and teacher recommendation.</p> <p><u>Required Reading:</u></p> <ul style="list-style-type: none"> ✓ Culturally diverse authors as writing models. ✓ Various instructional pieces to guide writing in various genres. ✓ Teachers may select from the book lists of other literature courses not presently offered at their schools (or in collaboration with their colleagues). <p><u>Required Writing:</u></p> <ul style="list-style-type: none"> ✓ Must complete a full-length, publishable piece in one of the main genres. ✓ Write substantial pieces in at least two of the four main genres: <ul style="list-style-type: none"> • Creative nonfiction • Poetry • Fiction • Drama ✓ One piece must go through a formal revision process. ✓ One piece or project must include research and citation. ✓ Various informal written responses and activities. ✓ One formal presentation of written work. ✓ Self and peer evaluation of written work. ✓ Apply tools of technology to writing as appropriate.

Journalism I

Journalism I: This course has a focus on newspaper writing conventions and technology. Learners write stories for publication in the school newspaper, as well as complete other necessary production requirements including photography, page layout, editing, column writing, and other artistic elements. Learners conduct interviews and complete other reporting tasks independently while working with other learners to coordinate and produce the school newspaper.

This writing intensive course fulfills a graduation requirement.

Grade(s): 10-12

Prerequisites: *English 10* (may be concurrently enrolled in *English 10* and *Journalism I*)

Required Reading:

- ✓ Selections of current and classic newspapers, both in print and online as models.
- ✓ Teachers may select from the book lists of other literature courses not presently offered at their schools (or in collaboration with their colleagues).

Required Writing:

- ✓ Participate in production and publication of a newspaper.
- ✓ Write for the newspaper - news, features, sports, activities, events, editorials, columns, headlines, and cutlines.
- ✓ Incorporate research and citation into written work.
- ✓ One formal, revised piece as appropriate for course.
- ✓ Various informal written responses and activities.
- ✓ Self and peer editing and evaluation of written work.
- ✓ Apply tools of technology to writing as appropriate.

Required Activities:

- ✓ Study libel, slander, and plagiarism so as to avoid it in writing.
- ✓ Practice interview skills and conduct interviews, both in person and online
- ✓ Communicate with other newspaper staff and teacher about stories and deadlines.
- ✓ One formal presentation of written work.

Journalism II

Journalism II: This course is a continuation of *Journalism I*, with a focus on newspaper writing conventions and technology. Learners write stories for publication in the school newspaper, as well as complete other necessary production requirements, including photography, page layout, editing, column writing, and other artistic elements. Learners conduct interviews and complete other reporting tasks independently while working with other students to coordinate and produce the school newspaper.

This writing intensive course fulfills a graduation requirement.

Grade(s): 10-12

Prerequisites: *English 10* (may be concurrently enrolled) and *Journalism I*

Required Reading:

- ✓ Selections of current and classic newspapers, both in print and online as models.
- ✓ Teachers may select from the book lists of other literature courses not presently offered at their schools (or in collaboration with their colleagues).

Required Required Activities:

- ✓ Study libel, slander, and plagiarism so as to avoid it in writing.
- ✓ Practice interview skills and conduct interviews, both in person and online.
- ✓ Communicate with other newspaper staff and teacher about stories and deadlines.
- ✓ One formal presentation of written work.

Writing:

- ✓ Participate in production and publication of a newspaper.
- ✓ Write for the newspaper - news, features, sports, activities, events, editorials, columns, headlines, and cutlines.
- ✓ Incorporate research and citation into written work.
- ✓ One formal, revised piece as appropriate for course.
- ✓ Various informal written responses and activities.
- ✓ Self and peer editing and evaluation of written work.
- ✓ Apply tools of technology to writing as appropriate.

Journalism III and IV

Journalism III & IV: These courses are a continuation of *Journalism II* and emphasize leadership skills from previous journalism class experiences. This will focus on newspaper writing conventions and technology. Learners write stories for publication in the school newspaper, as well as complete other necessary production requirements, including photography, page layout, editing, column writing, and other artistic elements. Learners conduct interviews and complete other reporting tasks independently while working with other students to coordinate and produce the school newspaper.

This writing intensive course fulfills a graduation requirement.

Grade(s): 11-12

Prerequisites: *English 10 & Journalism II*

Required Reading:

- ✓ Selections of current and classic newspapers, both in print and online as models.
- ✓ Teachers may select from the book lists of other literature courses not presently offered at their schools (or in collaboration with their colleagues).

Required Activities:

- ✓ Assist *Journalism I* and *Journalism II* learners, with the guidance of the teacher.
- ✓ Study libel, slander, and plagiarism so as to avoid it in writing.
- ✓ Practice interview skills and conduct interviews both in person and online.
- ✓ Communicate with other newspaper staff and teacher about stories and deadlines.
- ✓ One formal presentation of written work.

Required Writing:

- ✓ Participate in production and publication of a newspaper.
- ✓ Write for the newspaper - news, features, sports, activities, events, editorials, columns, headlines, and cutlines.
- ✓ Incorporate research and citation into written work.
- ✓ One formal, revised piece as appropriate for course
- ✓ Various informal written responses and activities.
- ✓ Self and peer editing and evaluation of written work.
- ✓ Apply tools of technology to writing as appropriate.

Professional Writing

Professional Writing: This challenging course focuses on written communication skills as they relate to the world of business and technology. Communication and teamwork are emphasized. Technical writing skills include business correspondence, gathering and presenting data, technical documents, and reports.

This writing intensive course fulfills a graduation requirement.

Grade(s): 11-12

Prerequisites: *English 10*

Required Reading:

- ✓ A variety of non-fiction such as news articles, journals, and technical manuals, both in print and online.
- ✓ Teachers may select from the book lists of other literature courses not presently offered at their schools (or in collaboration with their colleagues).

Required Writing & Activities:

- ✓ Recognize that communication in the workplace differs from communication at school or home.
- ✓ Identify characteristics of technical writing including style, format, graphics, audience, purpose, and subject matter.
- ✓ Understand the stages and processes of technical writing including audience analysis, outlining for organization, writing formal, informational and expanded definitions, and writing appropriately for a variety of audiences.
- ✓ Compose and format memos, emails, and business letters that request, respond, and persuade.
- ✓ Compose and format a variety of informational reports, scientific reports, policy statements, proposals, and minutes of meetings.
- ✓ Compose and format process and mechanical descriptions, instructions, training manuals, media releases, newsletters, and advertising copy.
- ✓ Conduct and interview with a content specialist, and write a formal, revised process essay based on the results of the interview; include research and citation work.
- ✓ Produce, through the editing process, a final draft memo in response to a simulated job assignment.
- ✓ One formal presentation of written work.
- ✓ Self and peer evaluation of written work.
- ✓ Apply tools of technology to writing as appropriate.

Research and Inquiry

Research and Inquiry: The senior project is an integral part of a learner's final year of high school. It integrates knowledge, skills, and concepts from the learner's program of study into one culminating project that benefits the school community, or the community at large. Individual projects are preferred, but group projects may be appropriate if each learner in the group has specific and unique responsibilities. Although the final product may be a joint effort, each presentation must be done separately.

This writing intensive course fulfills a graduation requirement.

Grade(s): 12

Prerequisites: *English 10*

Required Reading:

- ✓ A variety of nonfiction such as news articles, journals, and technical manuals.
- ✓ Reading for technical information.
- ✓ Critical evaluation of print and media sources.
- ✓ Teachers may select from the book lists of other literature courses not presently offered at their schools (or in collaboration with their colleagues).

Suggestions

- ✓ Teachers may also select from the book lists of other literature courses that are not presently being offered in their schools, or in collaboration with their colleagues.
- ✓ In addition, the class may also explore books on the supplemental book list in the appendix.

Required Writing:

- ✓ Two timed essays
- ✓ One formal, revised essay.
- ✓ One formal, revised, research essay; 6-7 pages with 6+ sources and citation work.
- ✓ Various informal written responses and activities.
- ✓ Self and peer evaluation of written work.
- ✓ Apply tools of technology to writing as appropriate.
- ✓ A formal, professional presentation before a panel of judges that demonstrates progress of project.
- ✓ Complete a portfolio - a developmental representation of the learner's progress throughout the senior project consists of an online webpage that follows a very structured template will house attached documents such as resume, letter of intent, job shadow forms, research paper, etc. It also includes pictures and video documenting progress throughout the year as the learner works on the senior project.

High School Electives (Grades 9 – 12)

Philosophy and Language

Course Details:	Overview:
Grade(s): 10-12	This course provides a brief introduction into the various components of philosophy, along with an analysis of the arguments of key philosophers, to introduce learners to the history of ideas that have shaped thinking. A brief introduction into comparative philosophy gives learners greater understanding of the processes of thinking and reasoning, and an appreciation of how different traditions complement, rather than contradict one another.
Length: One semester	
Prerequisites: At least 11 th grade standing or teacher recommendation for a 10 th grade student.	

Required Activities		
Reading	Writing	Speaking & Listening
<ul style="list-style-type: none"> For site-based reading options, see the Philosophy and Language supplement book list in the appendix. 	<ul style="list-style-type: none"> The learner will take notes that can be used as references for more intensive writing assignments. The learner will journal and respond informally to various philosophical thought experiments and/or ideologies. The learner will write one formal essay examining key philosophical questions at the end of each unit of study. 	<ul style="list-style-type: none"> The learner will respond verbally to philosophical questions using rational thinking that organizes logical premises and conclusions during directed class discussions or in pair sharing. The learner will engage thoughtfully in graded large group discussions using Socratic and other methodology.

Informational Texts

Graduate-Level Competency:

Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Course/Grade Competencies	The learner will: Content Objectives	Standards
HS.1 The learner will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print informational texts, including texts for science, social studies, and technical subjects.	<ul style="list-style-type: none"> • Read and understand the essential qualities of commonly referenced thought experiments. • Read and respond to commonly referenced arguments in philosophy. 	<p><u>AKSS</u> E/LA.D.1-4; L/IL.1-3 Performance: R4.1-9 Cultural: CS.A.1,3, D.5, E.3-8</p> <p><u>AASL</u> III.A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, III.1-2, IV.B.1-4, VI.B.1-3, III.C1-3, VI.C.1-2, I.D.1-4, II.D.1-3, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>ISTE</u> 1.d, 3, 7.a-b</p> <p><u>AK Digital Literacy</u> 6-12. EL.4, 6-12. KC. 1-4, 6-12. GC.1-4</p>

Literature

Graduate-Level Competency:

Literature

GS.2 Learners will demonstrate the ability to comprehend, analyze, and engage with a variety of complex print and non-print literary texts, both teacher and self-selected.

Course/Grade Competencies	Content Objectives	Standards
HS.2 The learner will demonstrate the ability to comprehend, analyze, and engage with a variety of increasingly complex print and non-print literary texts.	<p>The learner will:</p> <ul style="list-style-type: none"> Read and analyze metaphorical, fictionalized, or allegorical expressions of philosophical thought. 	<p><u>AKSS</u> E/LA.D.1-4; L/IL.1-3 Performance: R4.1-9 Cultural: CS.A.1,3, D.5, E.3-8</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B1-3, III.B.1-2, B.IV.1-4, B.V.1-3, B.VI.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>ISTE</u> 1.d, 3, 7.a-b</p> <p><u>AK Digital Literacy</u> 6-12. EL.4, 6-12. KC. 1-4, 6-12. GC.1-4</p>

Writing

Graduate-Level Competency:

Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.3 The learner will write in a variety of modes (including analytical, narrative, explanatory, and expressive), and use increasingly complex reasoning, structure, and language.	<ul style="list-style-type: none"> • Develop strong note-taking skills and use notes as references for more intensive writing assignments. • Journal and respond informally to various philosophical thought experiments and/or ideologies. • Compose formal essays examining key philosophical questions. 	<p><u>AKSS</u> E/LA.1-8, B.2, C.1-5 Performance: W4.1-5 Cultural: CS.A.1,3, D.5, E.3-8</p> <p><u>AK Digital Literacy</u> 6-12.ID.3, 6-12.ID.4</p> <p><u>AASL</u> I.B1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II. .1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>ISTE</u> 4.c-d</p>

Speaking and Listening

Graduate-Level Competency:

Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.4 The learner will demonstrate the ability to speak purposefully and effectively, strategically making increasingly complex decisions about content, language use, and discourse style.	<ul style="list-style-type: none"> Respond verbally to philosophical questions using rational thinking that organizes logical premises and conclusions. 	<p><u>AK Digital Literacy</u> 6-12.EL.1, 6-12.DC.3</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.2-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>ISTE</u> 1.a, 6.a,c-d</p> <p><u>AKSS</u> E/LA.D.1-4 Cultural: CS.A.5,7</p>
HS.5 The learner will demonstrate the ability to listen critically and thoughtfully in a variety of settings and purposes.	<ul style="list-style-type: none"> Engage thoughtfully in Socratic-seminar style large group discussions. 	<p><u>AKSS</u> E/LA.B.1-3, C.1-5, D.1-4 Cultural: CS.A.1,3, D.5, E.3-8</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.A.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>AK Digital Literacy</u> 6-12.DC.3</p> <p><u>ISTE</u> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c</p>

Research

Graduate-Level Competency:

Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
HS.6 The learner will demonstrate the ability to conduct research to investigate topics, evaluate sources, utilize databases, and synthesize information in an increasingly complex manner.	<p>The learner will:</p> <ul style="list-style-type: none"> • Include cited sources in formal essay assignments in the form of both in-text citations and a works cited page. 	<p><u>AKSS</u> W.6 SL.5</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.A.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>AK Digital Literacy</u> 6-12.DC.3</p> <p><u>ISTE</u> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c</p>

Technology

Graduate-Level Competency:

Technological

GS.7 Learners will demonstrate the ability to appropriately use the tools of technology to gather, interpret, collaborate, and analyze information and create shareable products.

Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.7 The learner will demonstrate the ability to appropriately use the tools of technology (including digital media and the Internet) to gather, interpret, and analyze information and create shareable products.	<ul style="list-style-type: none"> • Understand the uses and limitations of search engines. • Use library and professional databases with teacher guidance. • Make choices from a limited range about technology platforms, and use the appropriate tools (e.g., an app or program) to present material. • Select technology from a curated list to demonstrate learning and present material. 	<p><u>AKSS</u> RI.5, 6, and 7 RL.7 SL.3 and 5 L.5</p> <p><u>ISTE</u> 1.d, 3, 4, 5.c, 6</p> <p><u>AK Digital Literacy</u> 6-12.EL.4, 6-12.KC.1-4, 6-12.ID.1-4, 6-12.CT.3, 6-12.CC.1-4</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III. .1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p>

Popular Novels

Course Details:	Overview:
Grade(s): 10-12	This elective course is designed for learners who enjoy reading for pleasure and discussing novels with other readers. It is structured around current popular novels of merit, and personalized to improve learner's abilities to analyze various types of media. Learners will hone research and critical thinking skills, improve their expository and argumentative writing skills, and analyze the implications of the social, economic, and/or political aspects of the texts.
Length: One semester	
Prerequisites: At least 11 th grade standing or teacher recommendation for a 10 th grade student.	

Required Activities		
Reading	Writing	Speaking & Listening
<p>Suggested resources:</p> <ul style="list-style-type: none"> • Center for Media Literacy • Media Education Foundation • Media Literacy (Potter) • Center for Media Education • Children Now • Citizens for Media Literacy • Media Watch • Mediascope • National Association for Family and Community Education • National Telemedia Council • Parents' Choice • Adbusters • Children's Advertising Review Unit • Fairness and Accuracy in Reporting • Classification and Rating Administration • OKTV (Alternative TV Ratings) • TV Parental Guidelines <p>For site-based reading options, see the supplemental book list in the appendix.</p>	<ul style="list-style-type: none"> • At least three pieces of writing chosen from the following list: <ul style="list-style-type: none"> ○ A fully developed narrative essay. ○ A fully developed essay incorporating a variety of rhetorical strategies. ○ A researched essay or project. ○ An on-demand essay in response to literature. ○ Formal literary analysis. ○ Informal responses reflecting on class texts. • Media logs/ journals • Produce various kinds of print, electronic, and video/audio media. 	<ul style="list-style-type: none"> • A variety of speech and presentation experiences.

Informational Texts

Graduate-Level Competency:

Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.1 The learner will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print informational texts, including texts for science, social studies, and technical subjects.	<ul style="list-style-type: none"> • Cite textual evidence to support analysis of what the text says explicitly, implicitly, and ambiguously. • Analyze the development of themes over the course of the text. • Analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. • Analyze and evaluate multiple interpretations of a single text. • Analyze how style and content contribute to the impact of a text. • Delineate and evaluate the reasoning in argumentative texts. • Evaluate the interrelationship between history and cultural identity. 	<p><u>AKSS</u> E/LA.D.1-4; L/IL.1-3 Performance: R4.1-9 Cultural: CS.A.1,3, D.5, E.3-8</p> <p><u>AASL</u> III.A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, III.1-2, IV.B.1-4, VI.B.1-3, III.C1-3, VI.C.1-2, I.D.1-4, II.D.1-3, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>ISTE</u> 1.d, 3, 7.a-b</p> <p><u>AK Digital Literacy</u> 6-12. EL.4, 6-12. KC. 1-4, 6-12. GC.1-4</p>

Writing

Graduate-Level Competency:

Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.3 The learner will write in a variety of modes (including analytical, narrative, explanatory, and expressive), and use increasingly complex reasoning, structure, and language.	<ul style="list-style-type: none"> • Build on writing concepts developed in previous grades. • Use self and peer editing to correct common errors in writing. • Write arguments to support claims about substantive topics or texts using valid reasoning and relevant and sufficient evidence. 	<p><u>AKSS</u> W4.1-5 Cultural: CS.A.1-5 C.1-5 E.1,3-8</p> <p><u>AK Digital Literacy</u> 6-12.ID.3, 6-12.ID.4</p> <p><u>AASL</u> I.B1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II. .1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>ISTE</u> 4.c-d</p>

Speaking and Listening

Graduate-Level Competencies:

Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.4 The learner will demonstrate the ability to speak purposefully and effectively, strategically making increasingly complex decisions about content, language use, and discourse style.	<ul style="list-style-type: none"> Develop an awareness of the social, cultural, political, and economic implications of media constructions and their persuasive messages. Understand, develop, and utilize appropriate classroom discussion and debate. 	<p><u>AK Digital Literacy</u> 6-12.EL.1, 6-12.DC.3</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.2-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>ISTE</u> 1.a, 6.a,c-d</p> <p><u>AKSS</u> E/LA.D.1-4 Cultural: CS.A.5,7</p>
HS.5 The learner will demonstrate the ability to listen critically and thoughtfully in a variety of settings and purposes.	<ul style="list-style-type: none"> Develop the skills, knowledge, and attitudes necessary to interpret the ways in which auditory media actively affects society. 	<p><u>AKSS</u> E/LA.B.1-3, C.1-5, D.1-4 Cultural: CS.A.1,3, D.5, E.3-8</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.A.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>AK Digital Literacy</u> 6-12.DC.3</p> <p><u>ISTE</u> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c</p>

Research

Graduate-Level Competency:

Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.6 The learner will demonstrate the ability to conduct research to investigate topics, evaluate sources, utilize databases, and synthesize information in an increasingly complex manner.	<ul style="list-style-type: none"> Find and use appropriate and reliable sources to support ideas in writing and speaking. Use an appropriate format and citation guide (e.g., MLA, APA), as instructed by the teacher. 	<p><u>AKSS</u> W.6 SL.5</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.A.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>AK Digital Literacy</u> 6-12.DC.3</p> <p><u>ISTE</u> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c</p>

Technology

Graduate-Level Competency:

Technological

GS.7 Learners will demonstrate the ability to appropriately use the tools of technology to gather, interpret, collaborate, and analyze information and create shareable products.

Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.7 The learner will demonstrate the ability to appropriately use the tools of technology (including digital media and the Internet) to gather, interpret, and analyze information and create shareable products.	<ul style="list-style-type: none"> Understand the uses and limitations of search engines. Use library and professional databases with teacher guidance. Make choices from a limited range about technology platforms, and use the appropriate tools (e.g., an app or program) to present material. Select technology from a curated list to demonstrate learning and present material. 	<p><u>AKSS</u> RI.5, 6, and 7 RL.7 SL.3 and 5 L.5</p> <p><u>ISTE</u> 1.d, 3, 4, 5.c, 6</p> <p><u>AK Digital Literacy</u> 6-12.EL.4, 6-12.KC.1-4, 6-12.ID.1-4, 6-12.CT.3, 6-12.CC.1-4</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III. .1- 2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p>

Media Literacy

Graduate-Level Competency:

Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.8 The learner will engage in critical thinking through accessing, analyzing, evaluating, and creating an increasingly complex variety of media. (The term “media” refers to all electronic or digital means and print or artistic visuals used to transmit messages.)	<ul style="list-style-type: none"> • Understand the uses and limitation of search engines. • Use library and professional databases, with teacher guidance. • Make choices from a limited range about technology platforms, and use appropriate tools (e.g., an app or program) to present material. • Select technology from a curated list to demonstrate learning and present material. 	<p><u>AKSS</u> RI.5, 6, 7, RL.7 SL.3, 5 L.5</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>AK Digital Literacy</u> 6-12.DC.3</p> <p><u>ISTE</u> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c5</p>

Reading for Meaning

Course Details:	Overview:
Grade(s): 9-12	The course is designed to help learners develop strategies to effectively read and comprehend literature, content area texts, and other nonfiction to become successful participants in the classroom, as well as the community in which they live. Through guided instruction, learners will develop and apply effective reading strategies to increase reading and, consequently, writing skills. This is a progressive skills class that may be repeated for credit with teacher recommendation.
Length: One semester	
Prerequisites: Teacher recommendation	

Required Activities		
Reading	Writing	Speaking & Listening
<ul style="list-style-type: none"> • Analysis of textbook elements: chapter previews, indexes, special features, study questions, and the use of color and font size to scaffold content. • Practice close reading through: marking text, highlighting, sticky notes, asking critical questions about text, writing notes, clarifying, reacting and connecting, visualizing, and predicting. <p>For site-based reading options, see the supplemental book list in the appendix.</p>	<ul style="list-style-type: none"> • Annotating and note taking • Journal responses • Expository writing 	<ul style="list-style-type: none"> • Practice speaking/listening skills, including group discussion.

Literature

Graduate-Level Competency:

Literature

GS.2 Learners will demonstrate the ability to comprehend, analyze, and engage with a variety of complex print and non-print literary texts, both teacher and self-selected.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.2 The learner will demonstrate the ability to comprehend, analyze, and engage with a variety of increasingly complex print and non-print literary texts.	<ul style="list-style-type: none"> • Comprehend and demonstrate meaning from text by applying a variety of reading, listening, and viewing strategies (e.g., cloze reading, double entry journal, paraphrasing, summary notes, and problem/solution organizer). • Increase vocabulary acquisition through context clues, vocabulary journal, study/note cards, concept maps, etc. • Become familiar with and master reading test formats and practice effective analysis of test items in multiple choice formats, including online programs. • Paraphrase and summarize content area selections. • Practice reading orally to increase fluency and understanding. • Practice reading with an emphasis on decoding words and developing strategies to make connections between oral and sight word recognition to aid in comprehension. 	<p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B1-3, III.B.1-2, B.IV.1-4, B.V.1-3, B.VI.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>ISTE</u> 1.d, 3, 7.a-b</p> <p><u>AK Digital Literacy</u> 6-12. EL.4, 6-12. KC. 1-4, 6-12. GC.1-4</p>

Writing

Graduate-Level Competency:

Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.3 The learner will write in a variety of modes (including analytical, narrative, explanatory, and expressive), and use increasingly complex reasoning, structure, and language.	<ul style="list-style-type: none"> • Demonstrate, through expository writing, increased understanding of reading content by making authentic connections to self. • Demonstrate a variety of note taking strategies (e.g., two-column, listing, outline, and Thinking Maps). 	<p><u>AKSS</u> W4.1-5 Cultural: CS.A.1-5 C.1-5 E.1,3-8</p> <p><u>AK Digital Literacy</u> 6-12.ID.3, 6-12.ID.4</p> <p><u>AASL</u> I.B1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II. .1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>ISTE</u> 4.c-d</p>

Speaking and Listening

Graduate-Level Competencies:

Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.4 The learner will demonstrate the ability to speak purposefully and effectively, strategically making increasingly complex decisions about content, language use, and discourse style.	<ul style="list-style-type: none"> Produce coherent oral discourse appropriate to task, purpose, and audience. Negotiate different cultural perspectives with sensitivity. Adjust presentation style, degree of formality, word choice, tone, and information to the context and audience. Synthesize and share information from a variety of sources and perspectives. Respond appropriately to others' constructive criticism, compliments, and feedback to improve future communication. 	<p><u>AK Digital Literacy</u> 6-12.EL.1, 6-12.DC.3</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.2-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>ISTE</u> 1.a, 6.a,c-d</p> <p><u>AKSS</u> E/LA.D.1-4 Cultural: CS.A.5,7</p>
HS.5 The learner will demonstrate the ability to listen critically and thoughtfully in a variety of settings and purposes.	<ul style="list-style-type: none"> Practice listening skills through group discussions and retelling or restating of important ideas or concepts. These discussions will focus on content areas, as well as literature analysis (theme, plot, character and appropriate literary applications) to complement required core subjects. 	<p><u>AKSS</u> E/LA.B.1-3, C.1-5, D.1-4 Cultural: CS.A.1,3, D.5, E.3-8</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.A.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>AK Digital Literacy</u> 6-12.DC.3</p> <p><u>ISTE</u> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c</p>

Speech and Debate

Course Details:	Overview:
Grade(s): 10-12	In this elective course, learners will embrace public speaking as performance, communication, and problem-solving. This introductory course will cover a variety of styles of public speaking and formal debate. Emphasis will be on argumentation, logical organization, research, working with others, and being a supportive audience member. Learners will become familiar with these styles through instruction, research, and practice.
Length: One semester	
Prerequisites: At least 11 th grade standing or teacher recommendation for a 10 th grade student.	

Required Activities

Reading	Writing	Speaking & Listening
<ul style="list-style-type: none"> • Research debate topics. • Evaluate sample speeches. • <i>Discovering the World Through Debate: A Practical Guide to Educational Debate for Debaters, Coaches, and Judges</i> by Joseph P. Zompetti • Online resources: <ul style="list-style-type: none"> ○ Opposing viewpoints: access through school library online. ○ http://www.americanrhetoric.com/speechbank.htm ○ http://www.history.com/speeches ○ http://www.roch.edu/dept/spchcom/spam/activities.htm • For additional site-based reading options, see the supplemental book list in the appendix. 	<ul style="list-style-type: none"> • Create written and visual aids for use in speech presentations. • Write original speeches in the informative, demonstrative, and persuasive modes. • An original interpretive speech may be required, as instructor determines. 	<ul style="list-style-type: none"> • Independently practice respectful audience behavior/active listening. • Develop ease in speaking before large and small groups. • Demonstrate increased mastery of basic speaking and presentation techniques introduced in 9th and 10th grades. • Present at least one speech with a partner or a group. • Apply a rubric in evaluating and critiquing peer speeches. • Deliver at least one ten minute speech or presentation. • Engage in at least one debate, both independently and with a partner (this requires writing and reading in preparation for performance). • Use technology in delivery of at least one speech (document camera, projector, laptop, video camera, Internet, etc.).

Informational Texts

Graduate-Level Competency:

Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.1 The learner will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print informational texts, including texts for science, social studies, and technical subjects.	<ul style="list-style-type: none"> Analyze written and published speeches for logos, pathos, and ethos. Increase vocabulary to participate appropriately, utilizing and applying debate terminology and concepts. 	<p><u>AKSS</u> E/LA.A.1-4,6-8, D.1-5, E.1-4 Performance: R4.1-4 Cultural: CS.A.1,3, D.5, E.3-8</p> <p><u>AASL</u> III.A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, III. .1-2, IV.B.1-4, VI.B.1-3, III.C1-3, VI.C.1-2, I.D.1-4, II.D.1-3, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>ISTE</u> 1.d, 3, 7.a-b</p> <p><u>AK Digital Literacy</u> 6-12. EL.4, 6-12. KC. 1-4, 6-12. GC.1-4</p>

Writing

Graduate-Level Competency:

Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.3 The learner will write in a variety of modes (including analytical, narrative, explanatory, and expressive), and use increasingly complex reasoning, structure, and language.	<ul style="list-style-type: none"> • Utilize research skills developed in previous grades, with emphasis on organization and effective word choice. • Use different formats to prepare debates and speeches (e.g., essay, outline, notecards). • Create and support a position. • Develop and practice effective rhetorical strategies in argumentation or persuasive speeches. • Identify pros and cons in an argument, and evaluate and utilize research materials to refute or defend an argument effectively. 	<p><u>AKSS</u> E/LA.A.1-8, D.1-4 Performance: W4.2-5</p> <p><u>AK Digital Literacy</u> 6-12.ID.3, 6-12.ID.4</p> <p><u>AASL</u> I.B1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II. .1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>ISTE</u> 4.c-d</p>

Speaking and Listening

Graduate-Level Competencies:

Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives The learner will:	Standards
HS.4 The learner will demonstrate the ability to speak purposefully and effectively, strategically making increasingly complex decisions about content, language use, and discourse style.	<ul style="list-style-type: none"> Explore and practice a variety of speech experiences. Practice and develop effective speaking skills, including the “mechanics” of vocal projection, diction, and varied tone to speak persuasively. Recognize five major types of speeches (i.e., impromptu, informative, interpretive, demonstrative and persuasive), and apply this knowledge to the performance of speeches. Understand debate format and terminology. Analyze oral arguments for effectiveness, recognizing language that denotes logos, pathos, and ethos. Understand formal debate formats, such as Lincoln-Douglas and cross examination. Understand and apply Roberts Rules of Order and parliamentary procedure. Explain and defend a position orally. 	<p>AKSS E/LA.B.1-3, C.1-5, D.1-4 Cultural: CS.A.1,3, D.5, E.3-8</p> <p>AK Digital Literacy 6-12.EL.1, 6-12.DC.3</p> <p>AASL I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.2-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p>ISTE 1.a, 6.a,c-d</p>
HS.5 The learner will demonstrate the ability to listen critically and thoughtfully in a variety of settings and purposes.	<ul style="list-style-type: none"> Analyze oral arguments for effectiveness, recognizing language that denotes logos, pathos, and ethos. Independently practice respectful audience behavior/active listening. 	<p>AKSS E/LA.B.1-3, C.1-5, D.1-4 Cultural: CS.A.1,3, D.5, E.3-8</p> <p>AASL I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.A.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p>AK Digital Literacy 6-12.DC.3</p> <p>ISTE 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c</p>

Research

Graduate-Level Competency:

Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.6 The learner will demonstrate the ability to conduct research to investigate topics, evaluate sources, utilize databases, and synthesize information in an increasingly complex manner.	<ul style="list-style-type: none"> • Accumulate and vet sources online, in print, and in person. • Coordinate and subordinate information and research material in order to synthesize it and present it coherently. • Smoothly integrate common knowledge, summary, quoted material, and paraphrases. • Cite materials accurately according to a given professional manual of style (e.g., MLA, APA, Chicago) in order to avoid plagiarism. 	<p><u>AKSS</u> W.6 SL.5</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.A.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>AK Digital Literacy</u> 6-12.DC.3</p> <p><u>ISTE</u> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c</p>

Technology

Graduate-Level Competencies:

Technological

GS.7 Learners will demonstrate the ability to appropriately use the tools of technology to gather, interpret, collaborate, and analyze information and create shareable products.

Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.7 The learner will demonstrate the ability to appropriately use the tools of technology (including digital media and the Internet) to gather, interpret, and analyze information and create shareable products.	<ul style="list-style-type: none"> Understand the uses and limitations of search engines. Use library and professional databases with teacher guidance. Make choices from a limited range about technology platforms, and use the appropriate tools (e.g., an app or program) to present material. Select technology from a curated list to demonstrate learning and present material. 	<p><u>AKSS</u> RI.5, 6, and 7 RL.7 SL.3 and 5 L.5</p> <p><u>ISTE</u> 1.d, 3, 4, 5.c, 6</p> <p><u>AK Digital Literacy</u> 6-12.EL.4, 6-12.KC.1-4, 6-12.ID.1-4, 6-12.CT.3, 6-12.CC.1-4</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III. .1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p>

Media Literacy

Graduate-Level Competency:

Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
HS.8 The learner will engage in critical thinking through accessing, analyzing, evaluating, and creating an increasingly complex variety of media. (The term “media” refers to all electronic or digital means and print or artistic visuals used to transmit messages.)	<p>The learner will:</p> <ul style="list-style-type: none"> Recognize, analyze, and understand the value of audio/visual/art as they connect written pieces. 	<p><u>AKSS</u> RI.5, 6, 7, RL.7 SL.3, 5 L.5</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>AK Digital Literacy</u> 6-12.DC.3</p> <p><u>ISTE</u> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c5</p>

Sports Literature

Course Details:	Overview:
Grade(s): 10-12	Learners will analyze sports in various mediums as a catalyst for examining the influence of sports on individuals and society. They will engage in formal and informal writing, speaking, and listening activities. This course fulfills the FNSBSD requirement for an English elective; it does not fulfill the graduation requirement for a literature course.
Length: One semester	
Prerequisites: At least 11 th grade standing or teacher recommendation for a 10 th grade student.	

Activities	
Suggested Reading	Required Writing
<ul style="list-style-type: none"> • Fiction, nonfiction, news articles, podcasts, interviews, films, statistics, etc. • Other texts on the approved curriculum for other courses. • For additional site-based options, see the Sports Literature supplemental book list in the appendix. 	<ul style="list-style-type: none"> • A college or career-readiness entrance essay. • Frequent formal and informal analytical writing. • Frequent writing experimenting with multiple genres, including poetry, letters, and fiction.

Informational Texts

Graduate-Level Competency:

Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.1 The learner will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print informational texts, including texts for science, social studies, and technical subjects.	<ul style="list-style-type: none"> • Cite textual evidence to support analysis of what the text says explicitly, what the text implies, and what the text leaves uncertain. • Determine two or more themes or central ideas of a text, and analyze their development over the course of the text, including how they interact and build on one another to produce a complex synthesis. • Analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. • Analyze how an author uses and refines the meaning of a key term or terms over the course of a text. • Analyze how style and content contribute to the power, persuasiveness, or beauty of a text. • Delineate and evaluate the reasoning in argumentative texts. • Evaluate the interrelationship between history and cultural identity. 	<p><u>AKSS</u> E/LA.B.1-3 Performance: R4.2,5,8,9 Cultural: CS.E.3,7,8</p> <p><u>AASL</u> III.A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, III.1-2, IV.B.1-4, VI.B.1-3, III.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>ISTE</u> 1.d, 3, 7.a-b</p> <p><u>AK Digital Literacy</u> 6-12. EL.4, 6-12. KC.1-4, 6-12. GC.1-4</p>

Literature

Graduate-Level Competency:

Literature

GS.2 Learners will demonstrate the ability to comprehend, analyze, and engage with a variety of complex print and non-print literary texts, both teacher and self-selected.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.2 The learner will demonstrate the ability to comprehend, analyze, and engage with a variety of increasingly complex print and non-print literary texts.	<ul style="list-style-type: none"> • Determine two or more themes or central ideas of a text, and analyze their development over the course of the text, including how they interact and build on one another to produce a complex synthesis. • Analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. • Analyze how an author uses and refines the meaning of a key term or terms over the course of a text. • Analyze how style and content contribute to the power, persuasiveness, or beauty of a text. 	<p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B1-3, III.B.1- 2, B.IV.1-4, B.V.1-3, B.VI.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4,II.D.1- 3,III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>ISTE</u> 1.d, 3, 7.a-b</p> <p><u>AK Digital Literacy</u> 6-12. EL.4, 6-12. KC. 1- 4, 6-12. GC.1-4</p>

Writing

Graduate-Level Competency:

Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.3 The learner will write in a variety of modes (including analytical, narrative, explanatory, and expressive), and use increasingly complex reasoning, structure, and language.	<ul style="list-style-type: none"> • Build on writing concepts developed in previous grades. • Use self and peer editing to correct common errors in writing. • Write arguments to support claims about substantive topics or texts using valid reasoning and relevant and sufficient evidence. 	<p><u>AKSS</u> E/LA.B.1-8, B.1,2 Performance: W4.1-5 Cultural: CS.E.3,7,8</p> <p><u>AK Digital Literacy</u> 6-12.ID.3, 6-12.ID.4</p> <p><u>AASL</u> I.B1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II. .1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>ISTE</u> 4.c-d</p>

Speaking and Listening

Graduate-Level Competencies:

Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.4 The learner will demonstrate the ability to speak purposefully and effectively, strategically making increasingly complex decisions about content, language use, and discourse style.	<ul style="list-style-type: none"> Engage in teacher-led and peer discussions as a speaker. Present both informally and formally. 	<p><u>AK Digital Literacy</u> 6-12.EL.1, 6-12.DC.3</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.2-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>ISTE</u> 1.a, 6.a,c-d</p> <p><u>AKSS</u> E/LA.D.1-4 Cultural: CS.A.5,7</p>
HS.5 The learner will demonstrate the ability to listen critically and thoughtfully in a variety of settings and purposes.	<ul style="list-style-type: none"> Actively listen during discussions and presentations. Respond to peers with both written and verbal questions and feedback. 	<p><u>AKSS</u> SL.2, 3 E/LA.B.1-3, C.1-5, D.1-4 Cultural: CS.A.1,3, D.5, E.3-8</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.A.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>AK Digital Literacy</u> 6-12.DC.3</p> <p><u>ISTE</u> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c</p>

Research

Graduate-Level Competency:

Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
HS.6 The learner will demonstrate the ability to conduct research to investigate topics, evaluate sources, utilize databases, and synthesize information in an increasingly complex manner.	<p>The learner will:</p> <ul style="list-style-type: none"> Find and use appropriate and reliable sources to support ideas in writing and speaking. Use an appropriate format and citation guide (e.g., MLA, APA), as instructed by the teacher. 	<p><u>AKSS</u> W.6 SL.5</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.A.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>AK Digital Literacy</u> 6-12.DC.3</p> <p><u>ISTE</u> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c</p>

Technology

Graduate-Level Competencies:

Technological

GS.7 Learners will demonstrate the ability to appropriately use the tools of technology to gather, interpret, collaborate, and analyze information and create shareable products.

Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.7 The learner will demonstrate the ability to appropriately use the tools of technology (including digital media and the Internet) to gather, interpret, and analyze information and create shareable products.	<ul style="list-style-type: none"> Understand the uses and limitations of search engines. Use library and professional databases with teacher guidance. Make choices from a limited range about technology platforms, and use the appropriate tools (e.g., an app or program) to present material. Select technology from a curated list to demonstrate learning and present material. 	<p><u>AKSS</u> RI.5, 6, and 7, RL.7 SL.3 and 5, L.5</p> <p><u>ISTE</u> 1.d, 3, 4, 5.c, 6</p> <p><u>AK Digital Literacy</u> 6-12.EL.4, 6-12.KC.1-4, 6-12.ID.1-4, 6-12.CT.3, 6-12.CC.1-4</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p>

Media Literacy

Graduate-Level Competency:

Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.8 The learner will engage in critical thinking through accessing, analyzing, evaluating, and creating an increasingly complex variety of media. (The term “media” refers to all electronic or digital means and print or artistic visuals used to transmit messages.)	<ul style="list-style-type: none"> View and respond to various sports media, such as highlight reels, newscasts, podcasts, documentaries, commercials, film, etc. 	<p><u>AKSS</u> RI.5, 6, 7, RL.7 SL.3, 5 L.5</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>AK Digital Literacy</u> 6-12.DC.3</p> <p><u>ISTE</u> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c5</p>

Technical Drama

Course Details:	Overview:
Grade(s): 9-12	This course is designed to introduce learners to the technical aspects of performance: costuming, scenery, lighting, sound and stage design, stage management, house management, and publicity.
Length: One semester	
Prerequisites: Teacher recommendation	

Required Activities		
Reading	Writing	Speaking & Listening
<ul style="list-style-type: none"> Recommended books include: <ul style="list-style-type: none"> ✓ <i>The Backstage Handbook: An Illustrated Almanac of Technical Information</i> (Carter) ✓ <i>Technical Theater for Nontechnical People</i> (Campbell) Read and design such plays or musicals as: <ul style="list-style-type: none"> ✓ <i>Trifles</i> (Glaspell) ✓ <i>A Midsummer Night's Dream</i> (Shakespeare) ✓ <i>Into the Woods</i> (Sondheim) ✓ <i>The Mousetrap</i> (Christie) ✓ <i>Once on This Island</i> (Ahrens/Flaherty) ✓ <i>A Raisin in the Sun</i> (Hansberry) ✓ <i>The Importance of Being Earnest</i> (Wilde) ✓ <i>Endgame</i> (Beckett) ✓ <i>Antigone</i> (Anouilh) Read other plays used in <i>Theatre Production I & II</i>. <p>For suggested site-based options, see the Technical Drama supplemental list in the appendix.</p>	<ul style="list-style-type: none"> Write a manual for a process or piece of theatre equipment. Written critique of the technical aspects of a performance. Write and present for one of the following: <ul style="list-style-type: none"> ✓ technical theatre career field. ✓ design proposal for a play. Article for a theatre magazine. 	<ul style="list-style-type: none"> Present a constructed/created item from one of the design areas (set piece, painting finish, costume, makeup, soundscape, light plot, etc.). Verbal response to presentations. Oral presentations.

Literature

Graduate-Level Competency:

Literature

GS.2 Learners will demonstrate the ability to comprehend, analyze, and engage with a variety of complex print and non-print literary texts, both teacher and self-selected.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.2 The learner will demonstrate the ability to comprehend, analyze, and engage with a variety of increasingly complex print and non-print literary texts.	<ul style="list-style-type: none"> • Read complete plays, which encompass conflict, cause and effect sequences, protagonists, and antagonists. • Analyze a play for design and identify given circumstances. • Understand Aristotle's elements of drama. • Understand the principals and elements of design. • Learn basic technical theatre terminology. • Become familiar themselves with design and implementation in at least three areas: costumes, scenic, lighting, props, sound, or makeup/hair. • Become familiar with one of the business areas: stage management, house management, or publicity. • Become familiar with available career fields in technical theatre. 	AKSS E/LA.B.1-3 Performance: R4.1-9 Cultural: CS.E.3 Arts: A.3,4,7, C.1-3

Writing

Graduate-Level Competency:

Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language.

Course/Grade Competencies	Content Objectives	Standards
HS.3 The learner will write in a variety of modes (including analytical, narrative, explanatory, and expressive), and use increasingly complex reasoning, structure, and language.	<p>The learner will:</p> <ul style="list-style-type: none"> • Learn to write critical analyses of theatrical writings and presentations from a design and technical standpoint. • Write a manual for a theatre process or piece of equipment. • Write a design proposal for one technical area based on analysis of the script. 	<p><u>AKSS</u> E/LA.A.1-8, B.2, D.3, C.1-3 Performance: W4.1-5</p> <p><u>AK Digital Literacy</u> 6-12.ID.3, 6-12.ID.4</p> <p><u>AASL</u> I.B1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II. .1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>ISTE</u> 4.c-d</p>

Speaking and Listening

Graduate-Level Competencies:

Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.4 The learner will demonstrate the ability to speak purposefully and effectively, strategically making increasingly complex decisions about content, language use, and discourse style.	<ul style="list-style-type: none"> • Present and defend a design proposal. • Prepare scenes for effective performance. • Investigate music's impact on design. 	<p><u>AKSS</u> E/LA.D.1-4 Cultural: CS.A.5,7</p> <p><u>AK Digital Literacy</u> 6-12.EL.1, 6-12.DC.3</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.2-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>ISTE</u> 1.a, 6.a,c-d</p>
HS.5 The learner will demonstrate the ability to listen critically and thoughtfully in a variety of settings and purposes.	<ul style="list-style-type: none"> • Provide written and/or verbal feedback for performers. • Watch and critique at least one live performance. 	<p><u>AKSS</u> E/LA.D.1-4 Cultural: CS.A.5,7</p>

Research

Graduate-Level Competency:

Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.6 The learner will demonstrate the ability to conduct research to investigate topics, evaluate sources, utilize databases, and synthesize information in an increasingly complex manner.	<ul style="list-style-type: none"> Create an essay, presentation, or project that incorporates research. 	<p><u>AKSS</u> W.6 SL.5</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.A.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>AK Digital Literacy</u> 6-12.DC.3</p> <p><u>ISTE</u> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c</p>

Technology

Graduate-Level Competencies:

Technological

GS.7 Learners will demonstrate the ability to appropriately use the tools of technology to gather, interpret, collaborate, and analyze information and create shareable products.

Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.7 The learner will demonstrate the ability to appropriately use the tools of technology (including digital media and the Internet) to gather, interpret, and analyze information and create shareable products.	<ul style="list-style-type: none"> • Understand the uses and limitations of search engines. • Use library and professional databases with teacher guidance. • Make choices from a limited range about technology platforms, and use the appropriate tools (e.g., an app or program) to present material. • Select technology from a curated list to demonstrate learning and present material. 	<p><u>AKSS</u> RI.5, 6, and 7 RL.7 SL.3 and 5 L.5</p> <p><u>ISTE</u> 1.d, 3, 4, 5.c, 6</p> <p><u>AK Digital Literacy</u> 6-12.EL.4, 6-12.KC.1-4, 6-12.ID.1-4, 6-12.CT.3, 6-12.CC.1-4</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III. 1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p>

Media Literacy

Graduate-Level Competency:

Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.8 The learner will engage in critical thinking through accessing, analyzing, evaluating, and creating an increasingly complex variety of media. (The term “media” refers to all electronic or digital means and print or artistic visuals used to transmit messages.)	<ul style="list-style-type: none"> Write about, present on, discuss, or create his/her own media. 	<p><u>AKSS</u> RI.5, 6, 7, RL.7 SL.3, 5 L.5</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>AK Digital Literacy</u> 6-12.DC.3</p> <p><u>ISTE</u> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c5</p>

Theatre Performance I

Course Details:	Overview:
Grade(s): 9-12	This is a performance-based class designed to introduce learners to the use of performance to express theatre literature. Learners should be aware that some colleges may not accept this performance course as an English course towards entrance requirements.
Length: One semester	
Prerequisites: None	

Required Activities		
Reading	Writing	Speaking & Listening
<p>Not all works are appropriate for all grades and all readers.</p> <ul style="list-style-type: none"> At least 3 from the list below: <ul style="list-style-type: none"> ✓ <i>A Book of Plays</i> (Holt, Rinehart and Winston) includes : ✓ <i>The Glass Menagerie</i> (Williams) ✓ <i>Our Town</i> (Wilder) ✓ <i>Trifles</i> (Glaspell) ✓ <i>The Bear</i> (Chekhov) ✓ <i>Sorry Wrong Number</i> (Fletcher) ✓ <i>Twelve Angry Men</i> (Rose) ✓ <i>Thunder on Sycamore Street</i> (Rose) ✓ <i>Riders to the Sea</i> (Synge) ✓ <i>The Mousetrap</i> (Christie) ✓ <i>Arsenic and Old Lace</i> (Kesselring) ✓ <i>The Importance of Being Earnest</i> (Wilde) See film suggestions in <i>Theater Performance II</i> <p>For additional site-based options, see the supplemental book list in the appendix.</p>	<ul style="list-style-type: none"> Write detailed observations of settings, people, etc. as appropriate for acting exercises. Write subtext for character's dialogue. Write and present for one of the following: <ul style="list-style-type: none"> ○ Theatre history ○ Theatre performance styles 	<ul style="list-style-type: none"> Verbal response to presentations. Oral presentations. Perform scenes, monologues, experimental pieces, and children's theatre. Practice voice and articulation skills, as well as projection. Develop and practice physical movement on stage, including identifying appropriate areas of the stage. Learning, applying, and notating on script (if applicable) stage directions to stage movement as it relates to exits, entrances, and dialogue driven movement (crossing upstage/downstage etc.).

Literature

Graduate-Level Competency:

Literature

GS.2 Learners will demonstrate the ability to comprehend, analyze, and engage with a variety of complex print and non-print literary texts, both teacher and self-selected.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.2 The learner will demonstrate the ability to comprehend, analyze, and engage with a variety of increasingly complex print and non-print literary texts.	<ul style="list-style-type: none"> • Read complete plays which encompass conflict, cause-and-effect sequences, protagonists, and antagonists. • Understand Aristotle's characteristics of the tragic form and the importance of unity of place, time, and action. • Become familiar with major periods of theatre history. • Become familiar with at least one major theory of acting: Stanislavski, Hagen, or Meisner. • Become familiar with styles of theatre performance, comedy and tragedy, and their appropriate sub-headings. • Learn basic theatre terminology - specific terms as they apply to the physical parts of the theatre, as well as terminology applicable to the actor, director playwright, and designers in the physical staging, interpretation, and performance of the text. 	<p><u>AKSS</u> E/LA. B.1-3 Performance: R3.2; R4.1,4-6,9 Cultural: CS.B.1, E.1,3-8</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B1-3, III.B.1-2, B.IV.1-4, B.V.1-3, B.VI.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4,II.D.1-3,III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>ISTE</u> 1.d, 3, 7.a-b</p> <p><u>AK Digital Literacy</u> 6-12. EL.4, 6-12. KC. 1-4, 6-12. GC.1-4</p>

Writing

Graduate-Level Competency:

Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.3 The learner will write in a variety of modes (including analytical, narrative, explanatory, and expressive), and use increasingly complex reasoning, structure, and language.	<ul style="list-style-type: none"> • Write critical analyses of theatrical writings and presentations. • Experiment with writing a comedic or tragic monologue or scene. • Learn character analysis including, but not limited to, the following elements: motivation, effect of setting and time, action within the play, effect on other characters, description of the character, props or other items associated with the character, interpreting the subtext in the character's dialogue, and author's attitude toward the character. • Construct imaginative scripts, and collaborate with actors to refine scripts so that story and meaning are conveyed to an audience. 	<p><u>AKSS</u> W4.1-5 Cultural: CS.A.1-5 C.1-5 E.1,3-8</p> <p><u>AK Digital Literacy</u> 6-12.ID.3, 6-12.ID.4</p> <p><u>AASL</u> I.B1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II. .1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>ISTE</u> 4.c-d</p>

Speaking and Listening

Graduate-Level Competencies:

Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.4 The learner will demonstrate the ability to speak purposefully and effectively, strategically making increasingly complex decisions about content, language use, and discourse style.	<ul style="list-style-type: none"> • Learn and apply techniques of dramatic interpretation and performance. • Learn how to read a play aloud using playwright's notes, stage directions, etc. • Perform from professional scripts. • Learn basics of improvisation as a method of warming up. • Analyze the physical, emotional, and social dimensions of characters found in dramatic texts from various genre and media. • Compare and demonstrate various classical and contemporary acting techniques and methods. • In an ensemble, create and sustain characters that communicate with audiences. • Construct social meanings from informal and formal productions and from dramatic performances from a variety of cultures and historical periods, as well as relate to current personal, national, and international issues. • Articulate and justify personal aesthetic criteria for critiquing dramatic texts and events that compare perceived artistic intent with the final aesthetic achievement. 	<p><u>AK Digital Literacy</u> 6-12.EL.1, 6-12.DC.3</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.2-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>ISTE</u> 1.a, 6.a,c-d</p> <p><u>AKSS</u> E/LA.D.1-4 Cultural: CSA.5,7</p>

Course/Grade Competencies	Content Objectives	Standards
HS.4 continued...	<p>The learner will:</p> <ul style="list-style-type: none"> • Constructively evaluate their own and others' collaborative efforts and artistic choices in informal and formal productions • Compare how similar themes are treated in drama from various cultures and historical periods, illustrate with informal performances, and discuss how theatre can reveal universal concepts. • Identify and compare the lives, works, and influence of representative theatre artists in various cultures and historical periods. • Identify cultural and historical sources of American theatre and musical theatre. • Analyze the effect of their own cultural experiences on their dramatic work. 	
HS.5 The learner will demonstrate the ability to listen critically and thoughtfully in a variety of settings and purposes.	<ul style="list-style-type: none"> • Learn appropriate audience protocol. • Provide written and/or verbal feedback for any performances seen. • Analyze and critique the whole and the parts of dramatic performances, taking into account the context, and constructively suggest alternative artistic choices. 	<p><u>AKSS</u> SL.2, 3 <u>AKSS</u> E/LA.B.1-3, C.1-5, D.1-4 Cultural: CS.A.1,3, D.5, E.3-8 <u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.A.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3 <u>AK Digital Literacy</u> 6-12.DC.3 <u>ISTE</u> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c</p>

Research

Graduate-Level Competency:

Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.6 The learner will demonstrate the ability to conduct research to investigate topics, evaluate sources, utilize databases, and synthesize information in an increasingly complex manner.	<ul style="list-style-type: none"> Create an essay, presentation, or project that incorporates research. 	<p><u>AKSS</u> W.6 SL.5</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.A.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>AK Digital Literacy</u> 6-12.DC.3</p> <p><u>ISTE</u> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c</p>

Technology

Graduate-Level Competency:

Technological

GS.7 Learners will demonstrate the ability to appropriately use the tools of technology to gather, interpret, collaborate, and analyze information and create shareable products.

Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.7 The learner will demonstrate the ability to appropriately use the tools of technology (including digital media and the Internet) to gather, interpret, and analyze information and create shareable products.	<ul style="list-style-type: none"> • Understand the uses and limitations of search engines. • Use library and professional databases with teacher guidance. • Make choices from a limited range about technology platforms, and use the appropriate tools (e.g., an app or program) to present material. • Select technology from a curated list to demonstrate learning and present material. 	<p><u>AKSS</u> RI.5, 6, and 7 RL.7 SL.3 and 5 L.5</p> <p><u>ISTE</u> 1.d, 3, 4, 5.c, 6</p> <p><u>AK Digital Literacy</u> 6-12.EL.4, 6-12.KC.1-4, 6-12.ID.1-4, 6-12.CT.3, 6-12.CC.1-4</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III. .1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p>

Media Literacy

Graduate-Level Competency:

Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.8 The learner will engage in critical thinking through accessing, analyzing, evaluating, and creating an increasingly complex variety of media. (The term “media” refers to all electronic or digital means and print or artistic visuals used to transmit messages.)	<ul style="list-style-type: none"> Write about, present on, discuss, or create his/her own media. 	<p><u>AKSS</u> RI.5, 6, 7, RL.7 SL.3, 5 L.5</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>AK Digital Literacy</u> 6-12.DC.3</p> <p><u>ISTE</u> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c5</p>

Theatre Performance II

Course Details:	Overview:
Grade(s): 10-12	<i>Theatre Performance II</i> is an advanced performance-based class. Learners will be expected to perform on a much higher level, and to study challenging theatrical materials in much more depth. Learners should be aware that some colleges may not accept this performance course as an English course towards entrance requirements.
Length: One semester	
Prerequisites: <i>Theatre Performance I</i> or teacher recommendation	

Required Activities		
Reading	Writing	Speaking & Listening
<ul style="list-style-type: none"> • Read and perform from plays such as <i>The School for Scandal</i> (Sheridan). • At least 3 from the list below: <ul style="list-style-type: none"> ✓ <i>Lysistrata</i> (Aristophanes) ✓ <i>The Tempest</i> (Shakespeare) ✓ <i>Tartuffe</i> (Moliere) ✓ <i>Three Sisters</i> (Chekhov) ✓ <i>Angels in America</i> (Kushner) ✓ <i>A Streetcar Named Desire</i> (Williams) ✓ <i>A Doll's House</i> (Ibsen) ✓ <i>The Wild Duck</i> (Ibsen) ✓ <i>Hedda Gabler</i> (Ibsen) ✓ <i>The Master Builder</i> (Ibsen) ✓ <i>The Odd Couple</i> (Simon) ✓ <i>Barefoot in the Park</i> (Simon) ✓ <i>Pygmalion</i> (Shaw) ✓ <i>Video/DVD: My Fair Lady</i> (Compare to <i>Pygmalion</i>) <p>Suggested film editions: <i>Funny Girl</i>, <i>Oliver</i>, <i>West Side Story</i>, <i>Twelve Angry Men</i>, <i>Our Town</i>, <i>The Glass Menagerie</i>, <i>Sorry Wrong Number</i>, <i>Barefoot in the Park</i>, <i>The Odd Couple</i></p> <p>For additional site-based options, see the supplemental book list in the appendix.</p>	<ul style="list-style-type: none"> • Write observations. • Write “beats” for scenes/monologues. • Informal written responses and observation exercises as they relate to pantomime, stage business, character observation exercises, settings related to improvisations, character monologues, character subtext, and prior life. • Research paper evaluating and synthesizing cultural and historical information to support artistic choices. • OPTIONAL: Maintain a drama diary (depending on the group). 	<ul style="list-style-type: none"> • Verbal response to presentations. • Oral presentations. • Perform scenes, monologues, experimental pieces, and children’s theatre. • Practice voice and articulation skills. • Audience notes.

Literature

Graduate-Level Competency:

Literature

GS.2 Learners will demonstrate the ability to comprehend, analyze, and engage with a variety of complex print and non-print literary texts, both teacher and self-selected.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.2 The learner will demonstrate the ability to comprehend, analyze, and engage with a variety of increasingly complex print and non-print literary texts.	<ul style="list-style-type: none"> • Read complete plays which encompass conflict, cause-and-effect sequences, protagonists, and antagonists. • Become familiar with all major theories of acting. • Experiment with major styles of theatre performance. <p>Possible Alternate Goal(s) for the <i>Theatre Performance II</i> Learner:</p> <ul style="list-style-type: none"> • Explain how scientific and technological advances have impacted set, light, sound, costume design, and implementation for theatre, film, television, and electronic media productions. • Collaborate with directors to develop unified production concepts that convey the metaphorical nature of the drama for informal and formal theatre, film, television, or electronic media productions. • Safely construct and efficiently operate technical aspects of theatre, film, television, or electronic media productions. • Create and reliably implement production schedules, stage management plans, promotional ideas, and business and front-of-house procedures for informal and formal theatre, film, television, or electronic media productions. 	<p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B1-3, III.B.1-2, B.IV.1-4, B.V.1-3, B.VI.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>ISTE</u> 1.d, 3, 7.a-b</p> <p><u>AK Digital Literacy</u> 6-12. EL.4, 6-12. KC. 1-4, 6-12. GC.1-4</p>

Writing

Graduate-Level Competency:

Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.3 The learner will write in a variety of modes (including analytical, narrative, explanatory, and expressive), and use increasingly complex reasoning, structure, and language.	<ul style="list-style-type: none"> • Learn to write critical analyses of theatrical writings and presentations. • Practice theatrical performance styles. • Create character analysis portfolio for each character portrayed in class. • Research and describe appropriate historical production designs, techniques, and performances from various cultures to assist in making artistic choices for informal and formal theatre, film, television, or electronic media productions. • Compare the interpretive and expressive natures of several art forms in specific culture or historical period. • Compare the unique interpretive and expressive natures and aesthetic qualities of traditional arts from various cultures and historical periods with contemporary new art forms (such as performance art). • Integrate several arts and/or media in theatre, film, television or electronic media productions. • Construct personal meanings from nontraditional dramatic performances. • Analyze, compare, and evaluate differing critiques of the same dramatic texts and performances. • Critique several dramatic works in terms of other aesthetic philosophies, such as the underlying ethos of Greek drama or French classicism with its unities of time and place, Shakespeare and romantic forms, India classical drama, Japanese Kabuki, and others. • Analyze and evaluate critical comments about personal dramatic work, explaining which points are most appropriate to inform further development of the work. 	<p><u>AKSS</u> W4.1-5 Cultural: CS.A.1-5 C.1-5 E.1,3-8 <u>AK Digital Literacy</u> 6-12.ID.3, 6-12.ID.4</p> <p><u>AASL</u> I.B1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II. .1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>ISTE</u> 4.c-d</p>

Speaking and Listening

Graduate-Level Competencies:

Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives The learner will:	Standards
HS.4 The learner will demonstrate the ability to speak purposefully and effectively, strategically making increasingly complex decisions about content, language use, and discourse style.	<ul style="list-style-type: none"> • Apply techniques of dramatic interpretation and performance. • Perform from professional scripts. • Read plays aloud. • Use applicable theatre terminology as appropriate to the circumstances. • Analyze the social and aesthetic impact of underrepresented theatre and film artists. • Analyze the relationships among cultural values, freedom of artistic expression, ethics, and artistic choices in various cultures and historical periods. • Analyze the development of dramatic forms, production practices, and theatrical traditions across cultures and historical periods, and explain influences on contemporary theatre, film, television, and electronic media productions. 	<p><u>AK Digital Literacy</u> 6-12.EL.1, 6-12.DC.3</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.2-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>ISTE</u> 1.a, 6.a,c-d</p> <p><u>AKSS</u> E/LA.D.1-4 Cultural: CS.A.5,7</p>
HS.5 The learner will demonstrate the ability to listen critically and thoughtfully in a variety of settings and purposes.	<ul style="list-style-type: none"> • Learn appropriate audience protocol. • Provide written and/or verbal feedback for any performances seen (could include media, film, YouTube, etc.). • Attend at least two live performances (if possible) during the semester. 	<p><u>AKSS</u> SL.2, 3, E/LA.B.1-3, C.1-5, D.1-4, Cultural: CS.A.1,3, D.5, E.3-8</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.A.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>AK Digital Literacy</u> 6-12.DC.3</p> <p><u>ISTE</u> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c</p>

Research

Graduate-Level Competency:

Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.6 The learner will demonstrate the ability to conduct research to investigate topics, evaluate sources, utilize databases, and synthesize information in an increasingly complex manner.	<ul style="list-style-type: none"> Create an essay, presentation, or project that incorporates research. 	<p><u>AKSS</u> W.6 SL.5</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.A.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>AK Digital Literacy</u> 6-12.DC.3</p> <p><u>ISTE</u> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c</p>

Technology

Graduate-Level Competencies:

Technological

GS.7 Learners will demonstrate the ability to appropriately use the tools of technology to gather, interpret, collaborate, and analyze information and create shareable products.

Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
<p>HS.7 The learner will demonstrate the ability to appropriately use the tools of technology (including digital media and the Internet) to gather, interpret, and analyze information and create shareable products.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • Understand the uses and limitations of search engines. • Use library and professional databases with teacher guidance. • Make choices from a limited range about technology platforms, and use the appropriate tools (e.g., an app or program) to present material. • Select technology from a curated list to demonstrate learning and present material. 	<p><u>AKSS</u> RI.5, 6, and 7 RL.7 SL.3 and 5 L.5</p> <p><u>ISTE</u> 1.d, 3, 4, 5.c, 6</p> <p><u>AK Digital Literacy</u> 6-12.EL.4, 6-12.KC.1-4, 6-12.ID.1-4, 6-12.CT.3, 6-12.CC.1-4</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III. 1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p>

Media Literacy

Graduate-Level Competency:

Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.8 The learner will engage in critical thinking through accessing, analyzing, evaluating, and creating an increasingly complex variety of media. (The term “media” refers to all electronic or digital means and print or artistic visuals used to transmit messages.)	<ul style="list-style-type: none"> Write about, present on, discuss, or create his/her own media. 	<p><u>AKSS</u> RI.5, 6, 7, RL.7 SL.3, 5 L.5</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>AK Digital Literacy</u> 6-12.DC.3</p> <p><u>ISTE</u> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c</p>

Vocabulary Development

Course Details:	Overview:
Grade(s): 10-12	This course is designed to help learners broaden their vocabulary through word study, examination of Latin roots, etymologies, and verbal practice in a variety of contexts.
Length: One semester	
Prerequisites: At least 11 th grade standing or teacher recommendation for a 10 th grade student.	

Required Activities		
Reading	Writing	Speaking & Listening
<ul style="list-style-type: none"> • SAT/ACT Preparatory Manual • <i>Vocabulary from Latin and Greek Roots: A Study of Word Families</i> • <i>Everyday Words from Classic Origins: A Vocabulary Workbook</i> • Selections from the High School English/Language Arts suggested supplemental book list, and other relevant contemporary sources. <p>For additional, site-based options, see the supplemental book list in the appendix.</p>	<ul style="list-style-type: none"> • On-demand essays in preparation for SAT/ACT exams. • Writing in a variety of lengths that demonstrates understanding. 	<ul style="list-style-type: none"> • Practice speaking/listening skills included in group discussion. • Pronounce words correctly.

Informational Texts

Graduate-Level Competency:

Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.1 The learner will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print informational texts, including texts for science, social studies, and technical subjects.	<ul style="list-style-type: none"> Analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. Recognize and apply roots, prefixes, and suffixes. Correctly pronounce and use new vocabulary. Cite textual evidence to support analysis of what the text says explicitly, what the text implies, and what the text leaves uncertain. 	<u>AASL</u> III.A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, III. 1-2, IV.B.1-4, VI.B.1-3, III.C1-3, VI.C.1-2, I.D.1-4, II.D.1-3, IV.D.1-3, V.D.1-3, VI.D.1-3 <u>ISTE</u> 1.d, 3, 7.a-b <u>AK Digital Literacy</u> 6-12. EL.4, 6-12. KC. 1-4, 6-12. GC.1-4

Literature

Graduate-Level Competency:

Literature

GS.2 Learners will demonstrate the ability to comprehend, analyze, and engage with a variety of complex print and non-print literary texts, both teacher and self-selected.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.2 The learner will demonstrate the ability to comprehend, analyze, and engage with a variety of increasingly complex print and non-print literary texts.	<ul style="list-style-type: none"> Analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. Recognize and apply roots, prefixes, and suffixes. Correctly pronounce and use new vocabulary. Cite textual evidence to support analysis of what the text says explicitly, what the text implies, and what the text leaves uncertain. 	<u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B1-3, III.B.1-2, B.IV.1-4, B.V.1-3, B.VI.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3 <u>ISTE</u> 1.d, 3, 7.a-b <u>AK Digital Literacy</u> 6-12. EL.4, 6-12. KC. 1-4, 6-12. GC.1-4

Speaking and Listening

Graduate-Level Competencies:

Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
HS.4 The learner will demonstrate the ability to speak purposefully and effectively, strategically making increasingly complex decisions about content, language use, and discourse style.	<ul style="list-style-type: none"> Produce coherent oral discourse appropriate to task, purpose, and audience. Negotiate different cultural perspectives with sensitivity. Adjust presentation style, degree of formality, word choice, tone, and information to the context and audience. Synthesize and share information from a variety of sources and perspectives. <p>Respond appropriately to others' constructive criticism, compliments, and feedback to improve future communication.</p>	<p>AKSS E/LA.D.1-4 Cultural: CS.A.5.7 AK Digital Literacy 6-12.EL.1, 6-12.DC.3</p> <p>AASL I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.2-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p>ISTE 1.a, 6.a,c-d</p>
HS.5 The learner will demonstrate the ability to listen critically and thoughtfully in a variety of settings and purposes.	<ul style="list-style-type: none"> Be able to discern from other speakers correct/incorrect use of the words studied. 	<p>AKSS E/LA.B.1-3, C.1-5, D.1-4 Cultural: CS.A.1.3, D.5, E.3-8</p> <p>AASL I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.A.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p>AK Digital Literacy 6-12.DC.3</p> <p>ISTE 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c</p>

English Language Learners (High School: ELL Levels 1-4)

Academic Composition and Communications

Course Details:	Overview:
Grade(s): 11-12	<p>This course includes content from both social and academic contexts. It focuses on syntax, continued vocabulary development, reading, listening comprehension, speaking and pronunciation, and writing multi-paragraph compositions that demonstrate organization of ideas, use of a thesis statement, and supportive elements. Intensive grammar instruction that supports academic writing is emphasized. Learners will engage in the exploration of and use of language structures with increasing linguistic complexity, vocabulary that includes more technical language related to the content areas, and communication that is increasingly comprehensible and fluent. This course contributes to the development of skills needed in regular classes.</p> <p>ELL Program certified staff recommendation is required, and teaching assignments must be approved through the ELL program.</p> <p>This course may fulfill 1-2 semesters of required English credits for Developing to Expanding learners, as determined by the appropriate WIDA English Language Proficiency Assessment.</p>
Length: one – two semesters	
Prerequisites: ELL-Program eligible, Developing or Expanding (WIDA levels 2-3), and instructor recommendation	

Additional Resources

Textbooks, student-issued learning materials, and/or instructional resources will be used as appropriate.

For additional site-based options, see the supplemental book list in the appendix.

*These will be based on WIDA Language Development Standards and Proficiency Level Descriptions, which are currently being developed.

**WIDA Standards are currently being revised and new standards may be available at a future date (<https://wida.wisc.edu/teach/standards/eld>).

Informational Texts

Graduate-Level Competency:

Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Course/Grade Competencies	Content Objectives	Standards
ELL.1 Receptive (Listening and Reading/Viewing)*	<p>The learner will:</p> <ul style="list-style-type: none"> • Know the personal, professional, and practical reasons to be a lifelong reader in the 21st-century American and global society. • Find and consume texts that appeal to them, and explain what the texts may add to their understanding and lives. • Interpret a wide variety of texts (different lengths, genres, methods of delivery, and purposes), and explain the merits and limitations of each. • Practice close reading strategies to increase insight and accuracy, with teacher guidance. • Choose the best support for a claim from a range of textual evidence. • Annotate and highlight text with purpose, and explain how annotations help reading comprehension and engagement. • Increase accuracy in evaluating texts for purpose, credibility, bias, and perspective using textual evidence to support that evaluation, with guidance from the teacher as needed. • Identify how their own world views might be changing and how that informs their interpretation of text. • Increase the accuracy of their guesses about word meanings in context, with teacher guidance and instruction in word origins and structures. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

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Literature

Graduate-Level Competency:

Literature

GS.2 Learners will demonstrate the ability to comprehend, analyze, and engage with a variety of complex print and non-print literary texts, both teacher and self-selected.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
ELL.2 Receptive (Listening and Reading/Viewing)*	<ul style="list-style-type: none"> • Read independently for in-depth understanding. • Skim independently for important/specific information using text features, etc. • Explain how their own cultural background informs their world view and interpretation of a text. • Increase vocabulary by determining word meaning through context clues, knowledge of word origins, and structures. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

Writing

Graduate-Level Competency:

Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
ELL.3 Productive (Speaking and Writing)*	<ul style="list-style-type: none"> • Write effective arguments to support a claim using specific evidence and reasoning. • Engage in the process of revision to improve writing, and consider various stylistic choices and refine voice. • Choose and adhere to an established and effective format specific to the purpose of the writing task. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

*These will be based on WIDA Language Development Standards and Proficiency Level Descriptions, which are currently being developed.

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Speaking and Listening

Graduate-Level Competencies:

Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
ELL.4 Productive (Speaking and Writing)*	<ul style="list-style-type: none"> • Produce coherent oral discourse appropriate to task, purpose, and audience. • Negotiate different cultural perspectives with sensitivity. • Adjust presentation style, degree of formality, word choice, tone, and information to the context and audience. • Synthesize and share information from a variety of sources and perspectives. • Respond appropriately to others' constructive criticism, compliments, and feedback to improve future communication. • Use both formal and informal speaking to solve problems and/or create opportunities in the world outside of the classroom. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.
ELL.5 Receptive (Listening and Reading/Viewing*)	<ul style="list-style-type: none"> • Listen to understand, as well as to respond and build understanding collaboratively rather than competitively. • Understand cultural nuances in conversational styles and behavior (e.g. eye contact norms, body language). • Participate in live conversations while monitoring and enhancing equity of voice. • Independently make decisions in groups of all sizes, using consensus-building strategies and compromise. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

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Research

Graduate-Level Competency:

Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
ELL.6 Receptive (Listening and Reading/Viewing*)	<ul style="list-style-type: none"> • Accumulate and vet sources online, in print, and in person. • Coordinate and subordinate information and research material in order to synthesize it and present it coherently. • Integrate common knowledge, summary, quoted material, and paraphrases. • Cite material accurately according to a given professional manual of style (e.g., MLA, APA, Chicago) in order to avoid plagiarism. • Use the research process to solve problems and/or create opportunities in the world outside of the classroom. • Find and select both primary and secondary sources independently. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

*These will be based on WIDA Language Development Standards and Proficiency Level Descriptions, which are currently being developed.

**WIDA Standards are currently being revised and new standards may be available at a future date (<https://wida.wisc.edu/teach/standards/eld>).

Technology

Graduate-Level Competency:

Technological

GS.7 Learners will demonstrate the ability to appropriately use the tools of technology to gather, interpret, collaborate, and analyze information and create shareable products.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
ELL.7 Receptive (Listening and Reading/Viewing)* and Productive (Speaking and Writing)*	<ul style="list-style-type: none"> • Understand the uses and limitations of search engines. • Make choices about technology platforms and use the appropriate tools (e.g., an App, a program, etc.) to present material. • Seek out and adapt to new developments and tools in order to select the best technology for the task. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

*These will be based on WIDA Language Development Standards and Proficiency Level Descriptions, which are currently being developed.

**WIDA Standards are currently being revised and new standards may be available at a future date (<https://wida.wisc.edu/teach/standards/eld>).

Media Literacy

Graduate-Level Competency:

Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
ELL.8 Receptive (Listening and Reading/Viewing)*	<ul style="list-style-type: none"> Recognize, analyze, and understand the value of audio/visual/art as they connect to written pieces. Explain how factual news differs from propaganda (e.g., “fake news”), and why an entity would use the latter versus the former. Be fully aware, prepared, and responsible online citizens. Identify and critique main modes of persuasion (ethos, logos, and pathos) as a consumer of media. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

English Language Development Standards**

- **Standard 1:** English language learners communicate for social and instructional purposes within the school setting.
- **Standard 2:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.
- **Standard 3:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.
- **Standard 4:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.
- **Standard 5:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

*These will be based on WIDA Language Development Standards and Proficiency Level Descriptions, which are currently being developed.

**WIDA Standards are currently being revised and new standards may be available at a future date (<https://wida.wisc.edu/teach/standards/eld>).

Career English

Course Details:	Overview:
Grade(s): 11-12	<p><i>Career English</i> is an English elective taught exclusively to ELL-identified students. This writing- and speaking-intensive course prepares English learners for success after high school by strengthening skills in both written and spoken communication. Language necessary for negotiating the workplace, avenues for further education, a variety of career-related pathways, and success as a professional is targeted.</p> <p>ELL Program certified staff recommendation is required, and teaching assignments must be approved through the ELL program.</p> <p>This course may fulfill 1-2 semesters of required English credits for English language learners (ELL).</p>
Length: one semester	
Prerequisites: ELL-Program eligible and instructor recommendation	

Additional Resources

Textbooks, student-issued learning materials, and/or instructional resources will be used as appropriate.

For additional site-based options, see the supplemental book list in the appendix.

*These will be based on WIDA Language Development Standards and Proficiency Level Descriptions, which are currently being developed.

**WIDA Standards are currently be revised and new standards may be available at a future date (<https://wida.wisc.edu/teach/standards/eld>).

Informational Texts

Graduate-Level Competency:

Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
ELL.1 Receptive (Listening and Reading/Viewing)*	<ul style="list-style-type: none"> • Practice close reading strategies to increase insight and accuracy with teacher guidance. • Choose the best support for a claim from a range of textual evidence. • Annotate and highlight text with purpose, and explain how annotations help reading comprehension and engagement. • Increase accuracy in evaluating texts for purpose, credibility, bias, and perspective using textual evidence to support that evaluation, with guidance from the teacher as needed. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

Writing

Graduate-Level Competency:

Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
ELL.3 Productive (Speaking and Writing)*	<ul style="list-style-type: none"> • Engage in the process of revision to improve writing, and consider various stylistic choices and refine voice. • Choose and adhere to an established and effective format specific to the purpose of the writing task. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

*These will be based on WIDA Language Development Standards and Proficiency Level Descriptions, which are currently being developed.

**WIDA Standards are currently being revised and new standards may be available at a future date (<https://wida.wisc.edu/teach/standards/eld>).

Speaking and Listening

Graduate-Level Competencies:

Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
ELL.4 Productive (Speaking and Writing)*	<ul style="list-style-type: none"> • Produce coherent oral discourse appropriate to task, purpose, and audience. • Adjust presentation style, degree of formality, word choice, tone, and information to the context and audience. • Synthesize and share information from a variety of sources and perspectives. • Respond appropriately to others' constructive criticism, compliments, and feedback to improve future communication. • Use both formal and informal speaking to solve problems and/or create opportunities in the world outside of the classroom. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.
ELL.5 Receptive (Listening and Reading/Viewing)*	<ul style="list-style-type: none"> • Listen to understand, as well as to respond and build understanding collaboratively rather than competitively. • Understand cultural nuances in conversational styles and behavior (e.g., eye contact norms, body language). • Participate in live conversations while monitoring and enhancing equity of voice. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

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Research

Graduate-Level Competency:

Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
ELL.6 Receptive (Listening and Reading/Viewing*)	<ul style="list-style-type: none"> • Accumulate and vet sources online, in print, and in person. • Coordinate and subordinate information and research material in order to synthesize it and present it coherently. • Integrate common knowledge, summary, quoted material, and paraphrases. • Cite material accurately according to a given professional manual of style (e.g., MLA, APA, Chicago) in order to avoid plagiarism. • Use the research process to solve problems and/or create opportunities in the world outside of the classroom. • Find and select both primary and secondary sources. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

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**WIDA Standards are currently be revised and new standards may be available at a future date (<https://wida.wisc.edu/teach/standards/eld>).

Technology

Graduate-Level Competency:

Technological

GS.7 Learners will demonstrate the ability to appropriately use the tools of technology to gather, interpret, collaborate, and analyze information and create shareable products.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
ELL.7 Receptive (Listening and Reading/Viewing)* and Productive (Speaking and Writing)*	<ul style="list-style-type: none"> Understand the uses and limitations of search engines. Make choices about technology platforms and use the appropriate tools (e.g. an App, a program, etc.) to present material. Seek out and adapt to new developments and tools in order to select the best technology for the task. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

Media Literacy

Graduate-Level Competency:

Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
ELL.8 Receptive (Listening and Reading/Viewing)*	<ul style="list-style-type: none"> Recognize, analyze, and understand the value of audio/visual/art as they connect to written pieces. Be fully aware, prepared, and responsible online citizens. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

*These will be based on WIDA Language Development Standards and Proficiency Level Descriptions, which are currently being developed.

**WIDA Standards are currently being revised and new standards may be available at a future date (<https://wida.wisc.edu/teach/standards/eld>).

English Language Development Standards**

- **Standard 1:** English language learners communicate for social and instructional purposes within the school setting.
- **Standard 2:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.
- **Standard 3:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.
- **Standard 4:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.
- **Standard 5:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

*These will be based on WIDA Language Development Standards and Proficiency Level Descriptions, which are currently being developed.

**WIDA Standards are currently be revised and new standards may be available at a future date (<https://wida.wisc.edu/teach/standards/eld>).

Literature and Current Events

Course Details:	Overview:
Grade(s): 9-12	<p>This English course for ELL-eligible students integrates an exploration of literature and current event articles that support the content of learners’ regular classes and which draw from the rich linguistic and cultural diversity of learners’ heritages. Activities strengthen skills in the areas of syntax, continued vocabulary development, reading, listening comprehension, and writing multi-paragraph compositions that demonstrate organization of ideas, use of a thesis statement, and supportive elements. Learners will engage in the exploration of and use of language structures with increasing linguistic complexity, vocabulary that includes more technical language related to the content areas, and communication that is increasingly comprehensible and fluent.</p> <p>ELL Program certified staff recommendation is required, and teaching assignments must be approved through the ELL program.</p> <p>This course may fulfill 1-2 semesters of required English credits for Developing to Expanding learners, as determined by the appropriate WIDA English Language Proficiency Assessment.</p>
Length: one – two semesters	
Prerequisites: ELL-Program eligible, Developing or Expanding (WIDA levels 2-3), and instructor recommendation	

Additional Resources

Textbooks, student-issued learning materials, and/or instructional resources will be used as appropriate.

For additional site-based options, see the supplemental book list in the appendix.

*These will be based on WIDA Language Development Standards and Proficiency Level Descriptions, which are currently being developed.

**WIDA Standards are currently be revised and new standards may be available at a future date (<https://wida.wisc.edu/teach/standards/eld>).

Informational Texts

Graduate-Level Competency:

Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Course/Grade Competencies	Content Objectives	Standards
ELL.1 Receptive (Listening and Reading/Viewing)*	The learner will:	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.
	<ul style="list-style-type: none"> • Know the personal, professional, and practical reasons to be a lifelong reader in the 21st-century American and global society. • Find and consume texts that appeal to them, and explain what the texts may add to their understanding and lives. • Interpret a wide variety of texts (different lengths, genres, methods of delivery, and purposes), and explain the merits and limitations of each. • Practice close reading strategies to increase insight and accuracy, with teacher guidance. • Choose the best support for a claim from a range of textual evidence. • Annotate and highlight text with purpose, and explain how annotations help reading comprehension and engagement. • Increase accuracy in evaluating texts for purpose, credibility, bias, and perspective using textual evidence to support that evaluation, with guidance from the teacher as needed. • Identify how their own world views might be changing, and how that informs their interpretation of text. • Increase the accuracy of their guesses about word meanings in context, with teacher guidance and instruction in word origins and structures. 	

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Literature

Graduate-Level Competency:

Literature

GS.2 Learners will demonstrate the ability to comprehend, analyze, and engage with a variety of complex print and non-print literary texts, both teacher and self-selected.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
ELL.2 Receptive (Listening and Reading/Viewing)*	<ul style="list-style-type: none"> • Read independently for in-depth understanding. • Skim independently for important/specific information using text features, etc. • Explain how their own cultural background informs their world view and interpretation of a text. • Increase vocabulary by determining word meaning through context clues, knowledge of word origins, and structures. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

Writing

Graduate-Level Competency:

Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
ELL.3 Productive (Speaking and Writing)*	<ul style="list-style-type: none"> • Write effective arguments to support a claim using specific evidence and reasoning. • Engage in the process of revision to improve writing, and consider various stylistic choices and refine voice. • Choose and adhere to an established and effective format specific to the purpose of the writing task. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

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Speaking and Listening

Graduate-Level Competencies:

Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
ELL.4 Productive (Speaking and Writing)*	<ul style="list-style-type: none"> • Produce coherent oral discourse appropriate to task, purpose, and audience. • Negotiate different cultural perspectives with sensitivity. • Adjust presentation style, degree of formality, word choice, tone, and information to the context and audience. • Synthesize and share information from a variety of sources and perspectives. • Respond appropriately to others' constructive criticism, compliments, and feedback to improve future communication. • Use both formal and informal speaking to solve problems and/or create opportunities in the world outside of the classroom. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.
ELL.5 Receptive (Listening and Reading/Viewing)*	<ul style="list-style-type: none"> • Listen to understand, as well as to respond and build understanding collaboratively rather than competitively. • Understand cultural nuances in conversational styles and behavior (e.g., eye contact norms, body language). • Participate in live conversations while monitoring and enhancing equity of voice. • Independently make decisions in groups of all sizes, using consensus-building strategies and compromise. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

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Research

Graduate-Level Competency:

Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
ELL.6 Receptive (Listening and Reading/Viewing*)	<ul style="list-style-type: none"> • Accumulate and vet sources online, in print, and in person. • Coordinate and subordinate information and research material in order to synthesize it and present it coherently. • Integrate common knowledge, summary, quoted material, and paraphrases. • Cite material accurately according to a given professional manual of style (e.g., MLA, APA, Chicago) in order to avoid plagiarism. • Use the research process to solve problems and/or create opportunities in the world outside of the classroom. • Find and select both primary and secondary sources. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

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Technology

Graduate-Level Competency:

Technological

GS.7 Learners will demonstrate the ability to appropriately use the tools of technology to gather, interpret, collaborate, and analyze information and create shareable products.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
ELL.7 Receptive (Listening and Reading/Viewing)* and Productive (Speaking and Writing)*	<ul style="list-style-type: none"> Understand the uses and limitations of search engines. Make choices about technology platforms and use the appropriate tools (e.g., an App, a program, etc.) to present material. Seek out and adapt to new developments and tools in order to select the best technology for the task. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

Media Literacy

Graduate-Level Competency:

Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
ELL.8 Receptive (Listening and Reading/Viewing)*	<ul style="list-style-type: none"> Recognize, analyze, and understand the value of audio/visual/art as they connect to written pieces. Explain how factual news differs from propaganda (e.g., “fake news”), and why an entity would use the latter versus the former. Be fully aware, prepared, and responsible online citizens. Identify and critique main modes of persuasion (ethos, logos, and pathos) as a consumer of media. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

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English Language Development Standards**

- **Standard 1:** English language learners communicate for social and instructional purposes within the school setting.
- **Standard 2:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.
- **Standard 3:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.
- **Standard 4:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.
- **Standard 5:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

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U.S. Culture and Expressions

Course Details:	Overview:
Grade(s): 9-12	This English-elective course is designed to be taken concurrently with <i>U.S. English I</i> , in order to provide WIDA level 1 & 2 learners with an intensive initial environment for English language acquisition. It introduces newcomer learners to cultural values, traditions, and lifestyles in the United States, including the arenas of home, family, school, community, and the work place.
Length: one – two semesters	
Prerequisites: ELL-Program eligible, Entering or Emerging (WIDA levels 1-2), and instructor recommendation	

Additional Resources

Textbooks, student-issued learning materials, and/or instructional resources will be used as appropriate.

For additional site-based options, see the supplemental book list in the appendix.

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**WIDA Standards are currently be revised and new standards may be available at a future date (<https://wida.wisc.edu/teach/standards/eld>).

Informational Texts

Graduate-Level Competency:

Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Course/Grade Competencies	Content Objectives The learner will:	Standards
ELL.1 Receptive (Listening and Reading/Viewing)*	<ul style="list-style-type: none"> • Read and write words, phrases, or chunks of language. • Annotate and highlight text using examples and models as needed. • Make educated guesses about word meanings in context, with teacher guidance and instruction. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

Speaking and Listening

Graduate-Level Competencies:

Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives The learner will:	Standards
ELL.4 Productive (Speaking and Writing)*	<ul style="list-style-type: none"> • Make simple grammatical constructions and phrasal patterns associated with common social instructional situations. • Practice different modes of communication. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.
ELL.5 Receptive (Listening and Reading/Viewing)*	<ul style="list-style-type: none"> • Understand everyday social and instructional words and expressions. • Develop an understanding of the speaker's tone and body language; support the speaker through engaged body language and appropriate verbal responses. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

*These will be based on WIDA Language Development Standards and Proficiency Level Descriptions, which are currently being developed.

**WIDA Standards are currently being revised and new standards may be available at a future date (<https://wida.wisc.edu/teach/standards/eld>).

Technology

Graduate-Level Competency:

Technological

GS.7 Learners will demonstrate the ability to appropriately use the tools of technology to gather, interpret, collaborate, and analyze information and create shareable products

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
ELL.7 Receptive (Listening and Reading/Viewing)* and Productive (Speaking and Writing)*	<ul style="list-style-type: none"> • Use technology to support learning. • Use online word processing programs to write and to create projects. • Use technology to demonstrate learning and present material, with teacher guidance. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

English Language Development Standards**

- **Standard 1:** English language learners communicate for social and instructional purposes within the school setting.
- **Standard 2:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.
- **Standard 3:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.
- **Standard 4:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.
- **Standard 5:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

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U.S. English I

Course Details:	Overview:
Grade(s): 9-12	<p>This course uses research-based strategies to address and meet the second-language acquisition needs of Entering and Emerging (WIDA levels 1 & 2) English learners who have little to no prior knowledge of the English language. The course supports learners as they begin developing English language proficiency, with an emphasis on the phonetic sounds present in the English language, basic vocabulary needed in a school context, and the development of basic interpersonal communicative skills and life-skills. Also introduced are basic grammar skills (including parts of speech), the use of high frequency vocabulary, orientation to United States high school culture and procedures, as well as intentional and discrete focus on the four domains: writing at the sentence level; reading and comprehending simple text in English (both literary as well as expository); listening in context-rich situations and for specific information; and speaking for everyday communication. Delivery of instruction is multi-media, multi-modal, and culturally-appropriate.</p> <p>This course is intended to be taken by newcomers concurrently with the class <i>U.S. Culture & Expressions</i>.</p> <p>EL Program certified staff recommendation is required, and teaching assignments must be approved through the ELL program.</p> <p>This course may fulfill 1-2 semesters of required English credits for Entering to Emerging learners, as determined by the appropriate WIDA English Language Proficiency Assessment.</p>
Length: two semesters	
Prerequisites: ELL-Program eligible, Entering or Emerging (WIDA levels 1-2), and instructor recommendation	

Additional Resources

Textbooks, student-issued learning materials, and/or instructional resources will be used as appropriate.

For additional site-based options, see the supplemental book list in the appendix.

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Informational Texts

Graduate-Level Competency:

Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
ELL.1 Receptive (Listening and Reading/Viewing)*	<ul style="list-style-type: none"> • Read and write words, phrases, or chunks of language. • Annotate and highlight text using examples and models as needed. • Make inferences about word meanings in context, with teacher guidance and instruction. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

Speaking and Listening

Graduate-Level Competencies:

Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
ELL.4 Productive (Speaking and Writing)*	<ul style="list-style-type: none"> • Make simple grammatical constructions and phrasal patterns associated with common social instructional situations. • Practice different modes of communication. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.
ELL.5 Receptive (Listening and Reading/Viewing)*	<ul style="list-style-type: none"> • Understand everyday social and instructional words and expressions. • Develop an understanding of the speaker's tone and body language; support the speaker through engaged body language and appropriate verbal responses. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

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Technology

Graduate-Level Competency:

Technological

GS.7 Learners will demonstrate the ability to appropriately use the tools of technology to gather, interpret, collaborate, and analyze information and create shareable products.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
ELL.7 Receptive (Listening and Reading/Viewing)* and Productive (Speaking and Writing)*	<ul style="list-style-type: none"> • Use technology to support learning. • Use online word processing programs to write and to create projects. • Use technology to demonstrate learning and present material, with teacher guidance. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

English Language Development Standards**

- **Standard 1:** English language learners communicate for social and instructional purposes within the school setting.
- **Standard 2:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.
- **Standard 3:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.
- **Standard 4:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.
- **Standard 5:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

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U.S. English II

Course Details:	Overview:
Grade(s): 9-12	<p>This differentiated course uses research-based strategies that support language acquisition to address and meet the needs of Entering and Emerging (WIDA levels 1 & 2) English learners who continue to need instruction at the Emerging level of English Language Development. The goal of this class is to build on foundational language skills to enable learners to use English in accessing increasing amounts of grade level content. Learners will explore literature and informational text to further develop reading, writing, speaking, listening, research, technological, and media literacy skills. These skills include basic grammar skills (including parts of speech), the use of high frequency vocabulary, use of tools to create increasing competency in conventions of standard English, and orientation to United States high school culture and procedures, as well as intentional and discrete focus on the four domains incorporating grade level skills/ competencies and content area vocabulary: writing at the sentence and paragraph level; reading and comprehending simple text in English (both literary as well as expository); listening in context-rich situations and for specific information; and speaking for everyday communication. Learners will also participate in class discussions, oral presentations, and group projects. Delivery of instruction is multi-media, multi-modal, and culturally-appropriate.</p> <p>ELL Program certified staff recommendation is required, and teaching assignments must be approved through the ELL program.</p> <p>This course may fulfill 1-2 semesters of required English credits for Entering to Emerging learners, as determined by the appropriate WIDA English Language Proficiency Assessment.</p>
Length: one – two semesters	
Prerequisites: ELL-Program eligible, Entering to Emerging (WIDA levels 1-2), and instructor recommendation	

Additional Resources

Textbooks, student-issued learning materials, and/or instructional resources will be used as appropriate.

For additional site-based options, see the supplemental book list in the appendix.

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Informational Texts

Graduate-Level Competency:

Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
ELL.1 Receptive (Listening and Reading/Viewing)*	<ul style="list-style-type: none"> Find and consume texts that appeal to them, and explain what that text may add to their understanding and lives. Practice close reading strategies to increase insight and accuracy, with teacher guidance. Annotate and highlight text with purpose and explain how annotations help reading comprehension and engagement. Increase the accuracy of their guesses about word meanings in context, with teacher guidance and instruction in word origins and structures. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

Writing

Graduate-Level Competency:

Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
ELL.3 Productive (Speaking and Writing)*	<ul style="list-style-type: none"> Employ strategic diction, syntax, and figurative language to develop a specific voice and meaning. Increase skill and independence to use available tools and strategies to produce a syntactically correct, error-free document with standard English conventions. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

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Speaking and Listening

Graduate-Level Competencies:

Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
ELL.4 Productive (Speaking and Writing)*	<ul style="list-style-type: none"> • Increase skill and independence to use available tools and strategies to produce a syntactically correct, error-free document with standard English conventions. • Choose a mode of communication for a specific purpose. • Practice peer-to-peer constructive criticism, compliments, feedback, and responses. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.
ELL.5 Receptive (Listening and Reading/Viewing*)	<ul style="list-style-type: none"> • Participate in live conversations while monitoring equity of voice. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

Technology

Graduate-Level Competency:

Technological

GS.7 Learners will demonstrate the ability to appropriately use the tools of technology to gather, interpret, collaborate, and analyze information and create shareable products.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
ELL.7 Receptive (Listening and Reading/Viewing)* and Productive (Speaking and Writing)*	<ul style="list-style-type: none"> • Make choices from a limited range about technology platforms and use the appropriate tools (e.g. an App, a program, etc.) to present material. • Select technology from a curated list to demonstrate learning and present material. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate. .

Media Literacy

Graduate-Level Competency:

Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
ELL.8 Receptive (Listening and Reading/Viewing)*	<ul style="list-style-type: none"> • Behave in a responsible manner while using various technologies and social media. • Be fully aware, prepared, and responsible online citizens. • Recognize modes of persuasion in various media. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

English Language Development Standards**

- **Standard 1:** English language learners communicate for social and instructional purposes within the school setting.
- **Standard 2:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.
- **Standard 3:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.
- **Standard 4:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.
- **Standard 5:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

