

Dept. of Education and  
Early Development



# **ALASKA ENGLISH/LANGUAGE ARTS STANDARDS WITH LEARNING TARGETS GRADE 6**

Adapted with permission from the Kentucky Department of Education, Frankfort, Kentucky 40601.

## Alaska English/Language Arts Standards Grade 6

<b>Anchor Standard</b>	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
<b>Content</b>	Reading Standards for Literature 6-12
<b>Grade Level</b>	6
<b>Standard</b>	RL.6.1
	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Recognize explicit textual evidence and inferences made in text.	Analyze text to cite textual evidence which is explicitly stated and to infer.		

## Alaska English/Language Arts Standards Grade 6

<b>Anchor Standard</b>	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
<b>Content</b>	Reading Standards for Literature 6-12
<b>Grade Level</b>	6
<b>Standard</b>	RL.6.2
	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.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Define theme.  Understand the central idea of a text.  Identify supporting details of the main idea or theme of a text.  Summarize a text based on facts.	Analyze supporting details used to determine theme or central idea.  Distinguish between textual facts and opinions.  Formulate a summary based on facts from the text.		

## Alaska English/Language Arts Standards Grade 6

<b>Anchor Standard</b>	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>Content</b>	Reading Standards for Literature 6-12
<b>Grade Level</b>	6
<b>Standard</b>	RL.6.3
	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution or as the narrative advances.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify a series of episodes (e.g., rising action, etc.) within a specific story or drama.  Identify character types and traits.	Describe how a plot unfolds in a series of episodes.  Explain how character(s) respond or change over the course of the story or drama.		

## Alaska English/Language Arts Standards Grade 6

<b>Anchor Standard</b>	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>Content</b>	Reading Standards for Literature 6-12
<b>Grade Level</b>	6
<b>Standard</b>	RL.6.4
	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of a specific word choice on meaning and tone.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify figurative and connotative words and phrases as used in a text.  Identify tone in a text.	Interpret the meaning of figurative and connotative words and phrases as they are used in a text.  Analyze the impact of word choice on meaning.  Analyze the impact of word choice on tone.		

## Alaska English/Language Arts Standards Grade 6

<b>Anchor Standard</b>	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
<b>Content</b>	Reading Standards for Literature 6-12
<b>Grade Level</b>	6
<b>Standard</b>	RL.6.5 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.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Determine the various structures of literacy text.  Identify the theme, plot, and setting of a text.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text.  Analyze how each part (i.e. sentence, chapter, scene or stanza) contributes to the development of theme, setting, or plot.		

## Alaska English/Language Arts Standards Grade 6

<b>Anchor Standard</b>	Assess how point of view or purpose shapes the content and style of a text.
<b>Content</b>	Reading Standards for Literature 6-12
<b>Grade Level</b>	6
<b>Standard</b>	RL.6.6
	Determine author's purpose and explain how an author develops the point of view of the narrator or speaker in a text.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Recognize strategies authors use to develop point of view, (e.g., revealing characters' thoughts and actions, dialogue, what other characters say or think about that character).  Identify details or examples in a text where the author develops the point of view of the narrator or the speaker.	Compare and contrast point of view of the narrator to characters in a text.  Analyze how the author develops these different points of view.		

## Alaska English/Language Arts Standards Grade 6

<b>Anchor Standard</b>	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>Content</b>	Reading Standards for Literature 6-12
<b>Grade Level</b>	6
<b>Standard</b>	RL.6.7
	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch (e.g., <i>Shiloh</i> ).

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Define compare and contrast.  Recognize multiple text formats: audio, video, and live versions.	Determine the similarities of the experience of reading a story, drama, or poem, to listening to or viewing the audio, video, or live version of the text.  Determine the differences of the experience of reading a story, drama, or poem to listening to or viewing the audio, video, or live version of the text.  Contrast what is seen and heard in text when reading, watching or listening.		

## Alaska English/Language Arts Standards Grade 6

<b>Anchor Standard</b>	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
<b>Content</b>	Reading Standards for Literature 6-12
<b>Grade Level</b>	6
<b>Standard</b>	RL.6.8
	(Not applicable to literature)

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

## Alaska English/Language Arts Standards Grade 6

<b>Anchor Standard</b>	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
<b>Content</b>	Reading Standards for Literature 6-12
<b>Grade Level</b>	6
<b>Standard</b>	RL.6.9
	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify the characteristics of different genres, themes and topics (e.g., stories, poems, historical novels, fantasy stories).	Compare and contrast how two or more stories of the same genre approach a similar theme or topic.		

## Alaska English/Language Arts Standards Grade 6

<b>Anchor Standard</b>	Read and comprehend a range of complex literary and informational texts independently and proficiently.
<b>Content</b>	Reading Standards for Literature 6-12
<b>Grade Level</b>	6
<b>Standard</b>	RL.6.10
	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.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify/understand in literary text the key ideas and details, craft and structure, and integration of knowledge and ideas at appropriate complexity with scaffolding as needed.	Comprehend independently in literary text the key ideas and details, craft and structure, and integration of knowledge and ideas at appropriate complexity with scaffolding as needed.		

## Alaska English/Language Arts Standards Grade 6

<b>Anchor Standard</b>	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
<b>Content</b>	Reading Standards for Informational Text 6-12
<b>Grade Level</b>	6
<b>Standard</b>	RI.6.1
	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Locate textual evidence that supports what the text says.  Recognize textual evidence that supports inferences drawn from the text.	Determine the evidence that supports the explicit analysis of the text.  Cite examples of textual evidence that support inferences drawn from the text.		

## Alaska English/Language Arts Standards Grade 6

<b>Anchor Standard</b>	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
<b>Content</b>	Reading Standards for Informational Text 6-12
<b>Grade Level</b>	6
<b>Standard</b>	RI.6.2 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.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify the central idea and supporting details of a text.  Define and understand the influence of personal opinion and judgment when reading a text.	Analyze text to determine the central idea and supporting details.  Recognize particular details used to support the central idea of a text.  Provide a non-biased summary based on the text.		

## Alaska English/Language Arts Standards Grade 6

<b>Anchor Standard</b>	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>Content</b>	Reading Standards for Informational Text 6-12
<b>Grade Level</b>	6
<b>Standard</b>	RI.6.3
	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).

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify key ideas about individuals, events, and concepts stated in text.  Define anecdote.	Analyze how key individuals, events, and ideas in a text are introduced, illustrated, and elaborated.  Analyze evidence in text to support key ideas.		

## Alaska English/Language Arts Standards Grade 6

<b>Anchor Standard</b>	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meanings or tone.
<b>Content</b>	Reading Standards for Informational Text 6-12
<b>Grade Level</b>	6
<b>Standard</b>	RI.6.4
	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify words and phrases, as well as figurative, connotative, and technical words and phrases in a text.	Determine meaning of words and phrases, including the figurative, connotative, and technical meanings of words and phrases as they are used in a text.		

## Alaska English/Language Arts Standards Grade 6

<b>Anchor Standard</b>	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
<b>Content</b>	Reading Standards for Informational Text 6-12
<b>Grade Level</b>	6
<b>Standard</b>	RI.6.5
	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Determine text structure (e.g., chronology, comparison, cause/effect, and problem/solution).	Analyze how particular sentences, paragraphs, and chapters or sections fit into the overall structure of a text.  Analyze how particular sentences, paragraphs, and chapters or sections contribute to the overall development of the ideas.		

## Alaska English/Language Arts Standards Grade 6

<b>Anchor Standard</b>	Assess how point of view or purpose shapes the content and style of a text.
<b>Content</b>	Reading Standards for Informational Text 6-12
<b>Grade Level</b>	6
<b>Standard</b>	RI.6.6
	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.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Determine the author's point of view or purpose of a text.  Identify details or examples in a text where the author develops the point of view or purpose of the text.	Explain how the author conveys his/her point of view throughout the text.		

## Alaska English/Language Arts Standards Grade 6

<b>Anchor Standard</b>	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>Content</b>	Reading Standards for Informational Text 6-12
<b>Grade Level</b>	6
<b>Standard</b>	RI.6.7 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.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Recognize how to access information from different media and formats.  Identify the topic and issue.	Integrate information taken from various media, formats, or text.  Demonstrate coherent understanding of the topic or issue using information from various media/formats.		

## Alaska English/Language Arts Standards Grade 6

<b>Anchor Standard</b>	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
<b>Content</b>	Reading Standards for Informational Text 6-12
<b>Grade Level</b>	6
<b>Standard</b>	RI.6.8
	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Define an argument and a claim.  Identify the argument in a text.  Identify reasons and evidence in the text.	Trace the argument and specific claims in a text.  Distinguish between supported and unsupported claims.  Evaluate the argument and its specific claims in a text.		

## Alaska English/Language Arts Standards Grade 6

<b>Anchor Standard</b>	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
<b>Content</b>	Reading Standards for Informational Text 6-12
<b>Grade Level</b>	6
<b>Standard</b>	RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify events common to both texts and an author's presentation of events.	Compare and contrast the common events in texts written by different authors (e.g. memoir versus a biography on the same person).		

## Alaska English/Language Arts Standards Grade 6

<b>Anchor Standard</b>	Read and comprehend a range of complex literary and informational texts independently and proficiently.
<b>Content</b>	Reading Standards for Informational Text 6-12
<b>Grade Level</b>	6
<b>Standard</b>	RI.6.10
	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.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify/understand key ideas and details, craft and structure, and integration of knowledge and ideas in an informational text at appropriate complexity with scaffolding as necessary.	Comprehend key ideas and details, craft and structure, and integration of knowledge and ideas independently in an informational text at appropriate complexity with scaffolding as necessary.		

## Alaska English/Language Arts Standards

### Grade 6

<b>Anchor Standard</b>	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
<b>Content</b>	Writing Standards 6-12
<b>Grade Level</b>	6
<b>Standard</b>	W.6.1.a-e
	Write arguments to support claims with clear reasons and relevant evidence; <ol style="list-style-type: none"> <li>a. Introduce claim(s) and organize the reasons and evidence clearly;</li> <li>b. Support claim(s) with clear reasons and accurate, relevant evidence, using credible sources and demonstrating an understanding of the topic or text;</li> <li>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons;</li> <li>d. Establish and maintain a formal style;</li> <li>e. Provide a concluding statement or section that follows from the argument presented.</li> </ol>

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify credible sources.  Recognize words, phrases, and clauses that show relationships among claim(s) and reasons.  Recognize claims, relevance and evidence.  Identify and define formal style.	Determine how to introduce claim(s).  Organize reasons and evidence clearly.  Formulate support for claims with clear reasons and relevant evidence.  Evaluate credibility of sources		Write an argument to support claims, including: <ul style="list-style-type: none"> <li>• an introduction to claim(s)</li> <li>• clear organization of reasons and evidence</li> <li>• claims supported by clear reasons and relevant evidence</li> <li>• credible sources</li> </ul>

<p>Explain the argument presented.</p>	<p>used and relevance of the evidence.</p> <p>Demonstrate an understanding of the topic or text.</p> <p>Clarify relationships among claims and reasons.</p> <p>Establish and maintain a formal style.</p> <p>Plan an appropriate concluding statement that follows from the argument presented.</p>		<ul style="list-style-type: none"> <li>• a clear understanding of the topic or text under investigation</li> <li>• words, phrases and clauses that clarify relationships among claim(s) and reasons</li> <li>• establishes and maintains a formal style</li> <li>• a concluding statement or section that follows from the argument presented</li> </ul>
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## Alaska English/Language Arts Standards

### Grade 6

<b>Anchor Standard</b>	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>Content</b>	Writing Standards 6-12
<b>Grade Level</b>	6
<b>Standard</b>	<p>W.6.2.a-f</p> <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content;</p> <ul style="list-style-type: none"> <li>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;</li> <li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples;</li> <li>c. Use appropriate transitions to clarify the relationships among ideas and concepts;</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic;</li> <li>e. Establish and maintain a formal style;</li> <li>f. Provide a concluding statement or section that follows from the information or explanation presented.</li> </ul>

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify formal styles of writing.  Identify relevant facts, definitions, concrete details, quotations, and examples.  Identify various transitions that	Develop a topic with relevant facts, definitions, concrete details, quotations, other information, and examples.  Determine when to include formatting, graphics, and		Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through text selection, organization, and analysis of relevant concepts.

<p>clarify relationships among ideas and concepts.</p> <p>Identify precise language and domain-specific vocabulary related to the topic.</p> <p>Identify a concluding statement or section that follows from the information or explanation presented.</p>	<p>multimedia to aid comprehension.</p> <p>Select various transitions that clarify relationships among ideas and concepts.</p> <p>Determine how to organize ideas, concepts, and information.</p> <p>Determine when to use various strategies such as definitions, classification, comparison/contrast, and cause/effect.</p> <p>Select precise language and domain-specific vocabulary to inform or explain the text.</p> <p>Establish and maintain a formal style.</p> <p>Determine a supportive concluding statement or section that follows from the information or explanation presented.</p>		<p>Introduce and develop a topic with relevant facts, definitions, concrete details, quotations, other information, and examples.</p> <p>Organize ideas, concepts, and information using strategies such as definitions, classification, comparison/contrast, and cause/effect.</p> <p>Use formatting, graphics, and multimedia when useful in aiding comprehension.</p> <p>Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>Use precise language and domain-specific vocabulary to inform or explain the text.</p> <p>Establish and maintain a formal style.</p> <p>Provide a concluding statement or section that follows from the information or explanation presented.</p>
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## Alaska English/Language Arts Standards Grade 6

<b>Anchor Standard</b>	Use narrative writing to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>Content</b>	Writing Standards 6-12
<b>Grade Level</b>	6
<b>Standard</b>	<p>W.6.3.a-e</p> <p>Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences;</p> <ul style="list-style-type: none"> <li>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;</li> <li>b. Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters;</li> <li>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another;</li> <li>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events;</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> </ul>

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Describe the characteristics of a narrative.  Describe a variety of ways authors engage readers.  Identify how writers use	Use a variety of techniques to engage the reader and establish context.  Analyze narrative techniques such as dialogue, pacing, and description to develop		Write a narrative to develop real or imaginative experiences or events that engages the reader and establishes a context, that uses techniques such as dialogue and description to develop experiences, events, and

<p>transitional words, phrases, and clauses to signal change in a narrative.</p>	<p>experiences, events, and/or characters.</p> <p>Critique a variety of transition words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another.</p> <p>Compare and contrast relevant and irrelevant details in developing experiences, events, and characters.</p> <p>Analyze effective organizational patterns and conclusions.</p> <p>Use precise words and phrases, relevant descriptive details, and sensory language to develop experiences and events.</p>		<p>characters, that uses a variety of transitions to convey sequence and signal shifts, and uses appropriate, precise, and descriptive, sensory language, and leads to a conclusion.</p>
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## Alaska English/Language Arts Standards Grade 6

<b>Anchor Standard</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>Content</b>	Writing Standards 6-12
<b>Grade Level</b>	6
<b>Standard</b>	W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
	Analyze the reason for writing a piece to decide on task, purpose, and audience.  Determine suitable idea development strategies, organization, and style appropriate to task, purpose and audience.		Produce a clear, coherent writing piece with idea development, organization, and style appropriate to task, purpose and audience.

## Alaska English/Language Arts Standards Grade 6

<b>Anchor Standard</b>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>Content</b>	Writing Standards 6-12
<b>Grade Level</b>	6
<b>Standard</b>	W.6.5
	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
With some guidance and support from peers and adults, students recognize how to plan, revise, edit, rewrite, and try a new approach.  Know how to edit for conventions of writing.	With some guidance and support from peers and adults, students develop and strengthen writing by planning, revising, editing, rewriting, and trying a new approach.		

## Alaska English/Language Arts Standards Grade 6

<b>Anchor Standard</b>	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
<b>Content</b>	Writing Standards 6-12
<b>Grade Level</b>	6
<b>Standard</b>	W.6.6
	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to create a piece of writing.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Know how to download, save, upload, and attach documents.  Select appropriate word processing tools.  Select appropriate tools for communicating and collaborating.	Evaluate the appropriate technology tools for producing and publishing writing and for collaborating with others.	Use technology, including the Internet, to produce and publish writing.  Use technology to interact and collaborate with others.  Use keyboarding skills to type three or more pages in a single sitting.	

## Alaska English/Language Arts Standards Grade 6

<b>Anchor Standard</b>	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
<b>Content</b>	Writing Standards 6-12
<b>Grade Level</b>	6
<b>Standard</b>	W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
<p>Apply appropriate research and inquiry methods to conduct a research project.</p> <p>Apply multiple resources to conduct short research projects.</p>	<p>Determine sources to answer a research question.</p> <p>Narrow/refocus the inquiry by selecting information from multiple sources which will support or justify the answer.</p> <p>Conduct steps for research to answer a question.</p> <p>Conduct a short research project to answer a question with appropriate information derived from research in a variety of sources.</p>		

## Alaska English/Language Arts Standards Grade 6

<b>Anchor Standard</b>	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
<b>Content</b>	Writing Standards 6-12
<b>Grade Level</b>	6
<b>Standard</b>	W.6.8
	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.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Recognize a credible source.  Define plagiarism.  Quote information from a source.  Identify and provide basic bibliographic information for sources.  Gather relevant information from print and digital sources.  Paraphrase the data and conclusions of others.	Assess the credibility of each source.  Determine when to credit sources to avoid plagiarism.		

# Alaska English/Language Arts Standards

## Grade 6

<b>Anchor Standard</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>Content</b>	Writing Standards 6-12
<b>Grade Level</b>	6
<b>Standard</b>	W.6.9.a-b
	Draw evidence from literary or informational texts to support analysis, reflection, and research; a. Apply grade 6 Reading standards to literature (e.g., <i>“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.”</i> ); b. Apply grade 6 Reading standards to literary nonfiction (e.g., <i>“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.”</i> ).

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify key ideas and details which provide evidence to support conclusions about the text accessed through research.  Cite textual evidence to support analysis of what the text says explicitly.	Draw evidence from key ideas and details as support for research.  Analyze key ideas and details in a text as evidence for supporting understanding of text.  Reflect on key ideas and details in a text as evidence for supporting understanding of text.		

## Alaska English/Language Arts Standards Grade 6

<b>Anchor Standard</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>Content</b>	Writing Standards 6-12
<b>Grade Level</b>	6
<b>Standard</b>	W.6.10 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.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify task, purpose, and audience for various types of writing.  Identify the organizational structures for various types of writing.	Determine when to write for either extended and/or shorter time frames based upon task, purpose, and audience.  Determine appropriate organizational structure to use for various types of writing dependent upon task, purpose, and audience.	Write for various tasks, purposes, and audiences over both extended and shorter time frames.	

# Alaska English/Language Arts Standards

## Grade 6

<b>Anchor Standard</b>	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>Content</b>	Speaking and Listening Standards 6-12
<b>Grade Level</b>	6
<b>Standard</b>	<p>SL.6.1.a-d</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly;</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion;</p> <p>b. Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed;</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion;</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify key ideas from reading material.	Reflect on discussion topics using evidence from the text, issue, and/or topic.	Engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 6 topics and texts.	
Identify components of a collegial discussion and planning.	Define individual roles for particular discussions.	Follow agreed-upon rules during discussion.	
Recognize multiple perspectives and opposing viewpoints posed	Collaborate to set goals and		

<p>during discussions or presentations.</p>	<p>deadlines.</p> <p>Engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 6 topics and texts.</p> <p>Follow agreed-upon rules during discussion.</p> <p>Carry out assigned roles during discussion.</p>	<p>Carry out assigned roles during discussion.</p> <p>Pose specific questions to clarify understanding and probe ideas presented.</p> <p>Respond to questions with detail, using evidence from the topic or text.</p> <p>Connect comments to the remarks of others.</p> <p>Express ideas clearly referencing evidence from the topic or text.</p>	
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## Alaska English/Language Arts Standards Grade 6

<b>Anchor Standard</b>	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>Content</b>	Speaking and Listening Standards 6-12
<b>Grade Level</b>	6
<b>Standard</b>	SL.6.2 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.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify details and information that contribute to the topic, text, or issue under study of various media formats.	Interpret information presented in various media and formats (e.g., visually, quantitatively, and orally).  Explain how information contributes to a topic, text, or issue under study.		

## Alaska English/Language Arts Standards Grade 6

<b>Anchor Standard</b>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
<b>Content</b>	Speaking and Listening Standards 6-12
<b>Grade Level</b>	6
<b>Standard</b>	SL.6.3
	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Define and identify arguments, claims, reasons, and evidence.	Distinguish between supported and unsupported claims.  Delineate a speaker's argument and specific claims.		

## Alaska English/Language Arts Standards Grade 6

<b>Anchor Standard</b>	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and that the organization, development, and style are appropriate to task, purpose, and audience.
<b>Content</b>	Speaking and Listening Standards 6-12
<b>Grade Level</b>	6
<b>Standard</b>	SL.6.4
	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify findings, claims, descriptions, facts, and details.  Identify appropriate eye contact, adequate volume, and clear pronunciation.	Determine logical sequence, pertinent descriptions, and facts and details that accentuate ideas or themes.	Give oral presentation to 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.	

## Alaska English/Language Arts Standards Grade 6

<b>Anchor Standard</b>	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
<b>Content</b>	Speaking and Listening Standards 6-12
<b>Grade Level</b>	6
<b>Standard</b>	SL.6.5
	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Recognize multimedia components.	<p>Clarify information.</p> <p>Determine what multimedia components (graphics, images, music, or sound) will best clarify information in presentations.</p> <p>Determine what visual displays will best clarify information in presentations.</p>	<p>Include technology with multiple components such as music, images, graphics, and sound in a presentation to clarify information.</p> <p>Incorporate visual displays in a presentation to clarify information.</p>	

## Alaska English/Language Arts Standards Grade 6

<b>Anchor Standard</b>	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
<b>Content</b>	Speaking and Listening Standards 6-12
<b>Grade Level</b>	6
<b>Standard</b>	SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify formal and informal settings.	Distinguish between formal and informal speech.	Adapt speech to a given context or task when speaking.	
Describe the qualities of formal and informal speech.	Determine if formal or informal speech is appropriate in the context of a given situation.	Demonstrate correct use of formal English when appropriate when speaking.	

## Alaska English/Language Arts Standards Grade 6

<b>Anchor Standard</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>Content</b>	Language Standards 6-12
<b>Grade Level</b>	6
<b>Standard</b>	<p>L.6.1.a-e</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking;</p> <p>a. Ensure that pronouns are in the proper case (<i>subjective, objective, possessive</i>);</p> <p>b. Use intensive pronouns (e.g., <i>myself, ourselves</i>);</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person*;</p> <p>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)*;</p> <p>e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</p>

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Recognize pronouns: <ul style="list-style-type: none"> <li>• pronoun case: subjective, objective, possessive</li> <li>• intensive pronouns (<i>myself and ourselves</i>)</li> <li>• vague pronouns</li> <li>• shifts in pronoun number and person</li> </ul> Recognize variations from standard English.	Demonstrate command of the conventions of standard English grammar and usage when writing.  Correct shifts in pronoun number and person.  Correct vague pronouns.  Improve expression in language using strategies.	Demonstrate command of the conventions of standard English grammar and usage when speaking.  Place pronouns in the proper case.  Use intensive pronouns.  Use correct pronoun number and person.	

<p>Identify strategies to improve expression in language.</p>		<p>Use correct vague pronouns.</p> <p>Recognize variations from standard English in their own and others' speaking.</p> <p>Use strategies to improve expression in conventional language.</p>	
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## Alaska English/Language Arts Standards Grade 6

<b>Anchor Standard</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>Content</b>	Language Standards 6-12
<b>Grade Level</b>	6
<b>Standard</b>	L.6.2.a-b
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements*; b. Spell correctly.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Apply correct capitalization, punctuation, and spelling when writing.  Know punctuation rules for commas, parentheses, and dashes.  Use commas, parentheses, and dashes to set off nonrestrictive/parenthetical elements.  Recall and apply spelling rules.			

Identify and correct misspelled words.			
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## Alaska English/Language Arts Standards

### Grade 6

<b>Anchor Standard</b>	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>Content</b>	Language Standards 6-12
<b>Grade Level</b>	6
<b>Standard</b>	L.6.3.a-b
	Use knowledge of language and its conventions when writing, speaking, reading, or listening; a. Vary sentence patterns for meaning, reader/listener interest, and style*; b. Maintain consistency in style and tone.*

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Recognize conventions of language for writing, speaking, reading and listening.	Apply knowledge of language when writing, reading, and listening.	Use knowledge of language and language conventions when speaking.	
Recognize various sentence patterns, styles, and tone.	Apply knowledge of language conventions when writing, reading and listening.	Vary sentence patterns for meaning, listener interest, and style while speaking.	
	Determine when to vary sentence patterns for meaning, reader/listener interest, and style.	Maintain consistency in style and tone while speaking.	
	Maintain consistency in style and tone when writing.		

# Alaska English/Language Arts Standards

## Grade 6

<b>Anchor Standard</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
<b>Content</b>	Language Standards 6-12
<b>Grade Level</b>	6
<b>Standard</b>	L.6.4.a-d
	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies;</p> <p>a. Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase;</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>);</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesaurusi, and specialized reference materials), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech;</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify common context clues in text (e.g., overall meaning of sentence or paragraph, a word’s position in a sentence, a word’s function in a sentence).	Determine or clarify the meaning of unknown or multiple meaning words by using context as a clue to the overall meaning of a word or phrase and by using Greek and		

<p>Identify Greek affixes and roots.</p> <p>Recognize and use pronunciation symbols.</p> <p>Use common reference materials (e.g., dictionary, glossary, thesaurus) to find the meaning of a word.</p> <p>Consult print and digital reference materials to find the pronunciation of a word, clarify a word's precise meaning, and determine a word's part of speech.</p>	<p>Latin affixes and roots as clues to the meaning of a word.</p> <p>Verify preliminary determination of the meaning of a word or phrase by checking inferred meaning in context or a dictionary.</p> <p>Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase.</p>		
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## Alaska English/Language Arts Standards

### Grade 6

<b>Anchor Standard</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>Content</b>	Language Standards 6-12
<b>Grade Level</b>	6
<b>Standard</b>	<p>L.6.5.a-c</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings;</p> <p>a. Interpret the intent or meaning of figures of speech (e.g., personification, metaphors, alliteration) as used in context;</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words;</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>thrifty</i>).</p>

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Interpret different types of figures of speech (e.g., personification).	Analyze text to locate figures of speech (e.g. personification) and interpret meanings in context.		
Distinguish among the different types of word relationships (e.g., cause/effect, part/whole, item/category).	Analyze the relationship between particular words (e.g. cause/effect, part/whole, item/category) for clarity.		
Define the terms denotations and connotations of words.	Distinguish among the connotations of words with similar denotations (e.g., <i>stingy</i> ,		

	<i>scrimping, economical, thrifty).</i>		
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## Alaska English/Language Arts Standards

### Grade 6

<b>Anchor Standard</b>	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing , speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>Content</b>	Language Standards 6-12
<b>Grade Level</b>	6
<b>Standard</b>	L.6.6
	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.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify general academic and domain specific words and phrases that are grade appropriate.  Gather vocabulary knowledge when considering words and phrases important to comprehension or expression.	Make meaning and use accurately words and phrases important to the comprehension of academic and domain-specific words.  Apply and use knowledge of vocabulary when considering words and phrases important to comprehension of expression.  Select appropriate resources to aid in gathering vocabulary knowledge.		

## Alaska English/Language Arts Standards Grade 0

<b>Anchor Standard</b>	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
<b>Content</b>	Reading Standards for Literacy in History/Social Studies 6-12
<b>Grade Level</b>	0
<b>Standard</b>	RH.6-7-8.1
	Cite specific textual evidence to support analysis of primary and secondary sources.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

## Alaska English/Language Arts Standards Grade 0

<b>Anchor Standard</b>	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
<b>Content</b>	Reading Standards for Literacy in History/Social Studies 6-12
<b>Grade Level</b>	0
<b>Standard</b>	RH.6-7-8.2
	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

## Alaska English/Language Arts Standards Grade 0

<b>Anchor Standard</b>	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>Content</b>	Reading Standards for Literacy in History/Social Studies 6-12
<b>Grade Level</b>	0
<b>Standard</b>	RH.6-7-8.3
	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

## Alaska English/Language Arts Standards Grade 0

<b>Anchor Standard</b>	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meanings or tone.
<b>Content</b>	Reading Standards for Literacy in History/Social Studies 6-12
<b>Grade Level</b>	0
<b>Standard</b>	RH.6-7-8.4
	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

## Alaska English/Language Arts Standards Grade 0

<b>Anchor Standard</b>	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
<b>Content</b>	Reading Standards for Literacy in History/Social Studies 6-12
<b>Grade Level</b>	0
<b>Standard</b>	RH.6-7-8.5
	Describe how a text presents information (e.g., sequentially, comparatively, causally)

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

## Alaska English/Language Arts Standards Grade 0

<b>Anchor Standard</b>	Assess how point of view or purpose shapes the content and style of a text.
<b>Content</b>	Reading Standards for Literacy in History/Social Studies 6-12
<b>Grade Level</b>	0
<b>Standard</b>	RH.6-7-8.6
	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

## Alaska English/Language Arts Standards Grade 0

<b>Anchor Standard</b>	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>Content</b>	Reading Standards for Literacy in History/Social Studies 6-12
<b>Grade Level</b>	0
<b>Standard</b>	RH.6-7-8.7
	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

## Alaska English/Language Arts Standards Grade 0

<b>Anchor Standard</b>	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
<b>Content</b>	Reading Standards for Literacy in History/Social Studies 6-12
<b>Grade Level</b>	0
<b>Standard</b>	RH.6-7-8.8
	Distinguish among fact, opinion, and reasoned judgment in a text.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

## Alaska English/Language Arts Standards Grade 0

<b>Anchor Standard</b>	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
<b>Content</b>	Reading Standards for Literacy in History/Social Studies 6-12
<b>Grade Level</b>	0
<b>Standard</b>	RH.6-7-8.9
	Analyze the relationship between a primary and secondary source on the same topic.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

## Alaska English/Language Arts Standards Grade 0

<b>Anchor Standard</b>	Read and comprehend a range of complex literary and informational texts independently and proficiently.
<b>Content</b>	Reading Standards for Literacy in History/Social Studies 6-12
<b>Grade Level</b>	0
<b>Standard</b>	RH.6-7-8.10
	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

## Alaska English/Language Arts Standards Grade 0

<b>Anchor Standard</b>	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
<b>Content</b>	Reading Standards for Literacy in Science and Technical Subjects 6-12
<b>Grade Level</b>	0
<b>Standard</b>	RST.6-7-8.1
	Cite specific textual evidence to support analysis of science and technical texts.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

## Alaska English/Language Arts Standards Grade 0

<b>Anchor Standard</b>	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
<b>Content</b>	Reading Standards for Literacy in Science and Technical Subjects 6-12
<b>Grade Level</b>	0
<b>Standard</b>	RST.6-7-8.2
	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

## Alaska English/Language Arts Standards Grade 0

<b>Anchor Standard</b>	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>Content</b>	Reading Standards for Literacy in Science and Technical Subjects 6-12
<b>Grade Level</b>	0
<b>Standard</b>	RST.6-7-8.3
	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

## Alaska English/Language Arts Standards Grade 0

<b>Anchor Standard</b>	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meanings or tone.
<b>Content</b>	Reading Standards for Literacy in Science and Technical Subjects 6-12
<b>Grade Level</b>	0
<b>Standard</b>	RST.6-7-8.4
	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

## Alaska English/Language Arts Standards Grade 0

<b>Anchor Standard</b>	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
<b>Content</b>	Reading Standards for Literacy in Science and Technical Subjects 6-12
<b>Grade Level</b>	0
<b>Standard</b>	RST.6-7-8.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

## Alaska English/Language Arts Standards Grade 0

<b>Anchor Standard</b>	Assess how point of view or purpose shapes the content and style of a text.
<b>Content</b>	Reading Standards for Literacy in Science and Technical Subjects 6-12
<b>Grade Level</b>	0
<b>Standard</b>	RST.6-7-8.6
	Analysis the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

## Alaska English/Language Arts Standards Grade 0

<b>Anchor Standard</b>	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>Content</b>	Reading Standards for Literacy in Science and Technical Subjects 6-12
<b>Grade Level</b>	0
<b>Standard</b>	RST.6-7-8.7
	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

## Alaska English/Language Arts Standards Grade 0

<b>Anchor Standard</b>	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
<b>Content</b>	Reading Standards for Literacy in Science and Technical Subjects 6-12
<b>Grade Level</b>	0
<b>Standard</b>	RST.6-7-8.8
	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

## Alaska English/Language Arts Standards Grade 0

<b>Anchor Standard</b>	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
<b>Content</b>	Reading Standards for Literacy in Science and Technical Subjects 6-12
<b>Grade Level</b>	0
<b>Standard</b>	RST.6-7-8.9
	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

## Alaska English/Language Arts Standards Grade 0

<b>Anchor Standard</b>	Read and comprehend a range of complex literary and informational texts independently and proficiently.
<b>Content</b>	Reading Standards for Literacy in Science and Technical Subjects 6-12
<b>Grade Level</b>	0
<b>Standard</b>	RST.6-7-8.10
	By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

## Alaska English/Language Arts Standards Grade 0

<b>Anchor Standard</b>	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
<b>Content</b>	Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects 6-12
<b>Grade Level</b>	0
<b>Standard</b>	<p>WHST.6-7-8.1.a-d</p> <p>Write arguments focused on discipline-specific content;</p> <ul style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically;</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources;</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence;</li> <li>d. Establish and maintain a formal style;</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

## Alaska English/Language Arts Standards Grade 0

<b>Anchor Standard</b>	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>Content</b>	Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects 6-12
<b>Grade Level</b>	0
<b>Standard</b>	<p>WHST.6-7-8.2.a-f</p> <p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes;</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings) graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension;</li> <li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples;</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts;</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic;</li> <li>e. Establish and maintain a formal style and objective tone;</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

## Alaska English/Language Arts Standards Grade 0

<b>Anchor Standard</b>	Use narrative writing to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>Content</b>	Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects 6-12
<b>Grade Level</b>	0
<b>Standard</b>	WHST.6-7-8.3
	Not applicable as a separate requirement.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

## Alaska English/Language Arts Standards Grade 0

<b>Anchor Standard</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>Content</b>	Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects 6-12
<b>Grade Level</b>	0
<b>Standard</b>	WHST.6-7-8.4
	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

## Alaska English/Language Arts Standards Grade 0

<b>Anchor Standard</b>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>Content</b>	Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects 6-12
<b>Grade Level</b>	0
<b>Standard</b>	WHST.6-7-8.5
	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

## Alaska English/Language Arts Standards Grade 0

<b>Anchor Standard</b>	Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.
<b>Content</b>	Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects 6-12
<b>Grade Level</b>	0
<b>Standard</b>	WHST.6-7-8.6
	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

## Alaska English/Language Arts Standards Grade 0

<b>Anchor Standard</b>	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
<b>Content</b>	Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects 6-12
<b>Grade Level</b>	0
<b>Standard</b>	WHST.6-7-8.7
	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

## Alaska English/Language Arts Standards Grade 0

<b>Anchor Standard</b>	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
<b>Content</b>	Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects 6-12
<b>Grade Level</b>	0
<b>Standard</b>	WHST.6-7-8.8
	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

## Alaska English/Language Arts Standards Grade 0

<b>Anchor Standard</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>Content</b>	Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects 6-12
<b>Grade Level</b>	0
<b>Standard</b>	WHST.6-7-8.9
	Draw evidence from informational texts to support analysis, reflection, and research.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

## Alaska English/Language Arts Standards Grade 0

<b>Anchor Standard</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>Content</b>	Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects 6-12
<b>Grade Level</b>	0
<b>Standard</b>	WHST.6-7-8.10
	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.