

Dept. of Education and  
Early Development



# **ALASKA ENGLISH/LANGUAGE ARTS STANDARDS WITH LEARNING TARGETS GRADE 7**

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

## Alaska English/Language Arts Standards Grade 7

<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>	7
<b>Standard</b>	RL.7.1 Cite several pieces of 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.
Identify inferences and explicit information from a text.  Recognize credible resources/sources.	Analyze what a text says explicitly.  Formulate inferences from textual material.  Cite resources that support analysis of a text.		

## Alaska English/Language Arts Standards Grade 7

<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>	7
<b>Standard</b>	RL.7.2
	Determine a theme or central idea of a text and analyze its development over the course of the text; 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.
Recognize themes and central ideas.  Identify supporting details.  Develop an objective summary.	Determine a theme or central idea of a text.  Analyze the development of a theme or central idea over the course of a text.  Provide an objective summary of a text.		

## Alaska English/Language Arts Standards Grade 7

<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>	7
<b>Standard</b>	RL.7.3
	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters 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.
Describe elements of a story or drama.	Analyze how a change in one element shapes another.		
Identify changes in elements of the story or drama.	Analyze how elements of a story or drama interact.		
Identify interactions between elements.			

## Alaska English/Language Arts Standards Grade 7

<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 Literature 6-12
<b>Grade Level</b>	7
<b>Standard</b>	RL.7.4
	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 words and phrases, figurative words and phrases, and connotative words and phrases in a text.	Interpret the meaning of words and phrases, including figurative and connotative meanings, as used in a text.		
Identify examples of rhymes and other repetitions of sounds, including alliteration, on a specific verse or stanza of a poem or section of a story or drama.	Analyze the impact of rhymes and other repetitions of sounds, including alliteration, on a specific verse or stanza of a poem or section of a story or drama.		

## Alaska English/Language Arts Standards Grade 7

<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>	7
<b>Standard</b>	RL.7.5
	Analyze the overall structure of a text: how a drama’s or poem’s form or structure (e.g. <i>sonnet</i> , <i>soliloquy</i> ) contributes to its meaning, including analyzing the impact of rhymes and other repetitions of sounds (e.g., <i>alliteration</i> ) on a specific verse or stanza of a poem or section of a story or drama.

<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 poetic elements that contribute to form/structure.	Analyze the structure of a drama or poem.		
Identify the form/structure of various types of poetry and drama.	Analyze the meaning of a drama or poem.		
Explain the meaning of a poem.	Analyze the relationship between the poem’s/drama’s form and structure.		

## Alaska English/Language Arts Standards Grade 7

<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>	7
<b>Standard</b>	RL.7.6 Analyze authors' purpose and how an author establishes and contrasts the points of view of different characters or narrators 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.
Define analysis.  Identify strategies author uses to contrast points of view of different characters or narrator.	Cite details or examples in a text where the author develops the point of view of various characters or narrators.  Compare and contrast points of view of different characters or narrators.  Analyze how the author develops points of view of different characters or the narrators.  Analyze how the author contrasts different points of view in a single text.		

## Alaska English/Language Arts Standards

### Grade 7

<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>	7
<b>Standard</b>	RL.7.7
	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film) (e.g., <i>The Incredible Journey</i> , <i>Call of the Wild</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.
Identify various mediums.  Recognize multimedia versions, film, and stage.	Analyze the effects of various medium techniques on written text such as stories, dramas, and poems.  Analyze the effects of various medium techniques on audio, film, stage, and multimedia.  Determine similarities of text (story, drama, poem) to media (audio, film, stage, multimedia).  Determine the differences of text (story, drama, poem) to media		

	(audio, film, stage, and multimedia).		
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## Alaska English/Language Arts Standards Grade 7

<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>	7
<b>Standard</b>	RL.7.8
	(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 7

<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>	7
<b>Standard</b>	RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical or cultural account of the same period as a means of understanding how authors of fiction use or alter history.

<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 time, place, or character (person) that is portrayed in an historical account or a fictional work.	Compare and contrast historical portrayal of a time, place, or character (person) in an historical account to how each are portrayed or altered in a literary work.		

## Alaska English/Language Arts Standards Grade 7

<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>	7
<b>Standard</b>	RL.7.10
	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 7 (from upper grade 6 to grade 8), 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 literary text at appropriate complexity with scaffolding as necessary.	Comprehend independently key ideas and details, craft and structure, and integration of knowledge and ideas in literary text at appropriate complexity with scaffolding as necessary.		

## Alaska English/Language Arts Standards Grade 7

<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>	7
<b>Standard</b>	RI.7.1 Cite several pieces of 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.
Identify inferences and explicit information from a text.  Recognize credible resources/sources.	Analyze several pieces of text to determine what it explicitly says.  Formulate inferences from textual material.  Cite resources that support analysis of a text.		

## Alaska English/Language Arts Standards Grade 7

<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>	7
<b>Standard</b>	RI.7.2
	Determine the central idea and subtopics in a text and analyze their development over the course of the text; 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 two or more central ideas of a text.  Define and recognize an objective summary.	Analyze the development of two or more central ideas over the course of a text.  Provide an objective summary of the text.		

## Alaska English/Language Arts Standards Grade 7

<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>	7
<b>Standard</b>	RI.7.3
	Analyze the interactions between individuals, events, and ideas presented in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

<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 ideas stated in text.	Analyze the interactions between individuals, events, and ideas in a text.  Discuss how ideas influence events or how individuals influence ideas or events.		

## Alaska English/Language Arts Standards Grade 7

<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>	7
<b>Standard</b>	RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical 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 words and phrases, including figurative, connotative and technical words and phrases, in a text.  Identify tone in text.	Determine the meanings of words and phrases, including the figurative, connotative, and technical meanings of words and phrases as they are used in a text.  Analyze how meaning and tone are impacted by specific word choice.		

## Alaska English/Language Arts Standards Grade 7

<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>	7
<b>Standard</b>	RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and 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 the text structure (e.g., chronology, comparison, cause/effect, and problem/solution) the author uses to organize text.  Determine how major sections of text contribute to the main idea or to the development of the main idea.	Analyze how major sentences, paragraphs, and chapters or sections contribute to the main idea of the text or to the development of the main idea.		

## Alaska English/Language Arts Standards Grade 7

<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>	7
<b>Standard</b>	RI.7.6
	Determine an author’s purpose (to inform, persuade, entertain, critique, etc.) and point of view in a text and analyze how the author distinguishes his or her point of view from that of others.

<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 his/her point of view or the purpose of the text.	Explain how the author conveys his/her point of view throughout the text.  Make a distinction between the author’s point of view and those of others mentioned or implied in the text.  Contrast how the author distinguishes his/her position from that of others.  Support your analysis with examples from the text.		

## Alaska English/Language Arts Standards Grade 7

<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>	7
<b>Standard</b>	RI.7.7
	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the method of the delivery of a speech affects the impact of the overall message).

<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 characteristics of audio, video, and multimedia versions of text.	<p>Describe similarities of various media portrayals of subjects (texts, audio, video, and multimedia).</p> <p>Describe differences of various media portrayals of subjects (texts, audio, video, and multimedia).</p> <p>Analyze how the audio, video, and multimedia version of various texts portrays the subject (e.g., how the delivery of a speech affects the impact of the words).</p>		

## Alaska English/Language Arts Standards Grade 7

<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>	7
<b>Standard</b>	RI.7.8
	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

<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 relevant evidence, sufficient evidence, and sound reasoning.  Identify argument and claims in a text.	Trace the argument and specific claims in a text.  Assess relevance, sufficiency and soundness of evidence for specific claims in a text.  Evaluate the argument and specific claims in a text.		

## Alaska English/Language Arts Standards Grade 7

<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>	7
<b>Standard</b>	RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of 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.
Identify key information from two or more texts by different authors emphasizing different evidence or advancing different interpretations of facts.	Analyze how two or more texts by different authors shape their ideas by emphasizing different evidence or advancing different interpretations of facts.		

## Alaska English/Language Arts Standards Grade 7

<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>	7
<b>Standard</b>	RI.7.10
	By the end of the year, read and comprehend literary nonfiction, within a complexity band appropriate to grade 7 (from upper grade 6 to grade 8), 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 at appropriate complexity with scaffolding as necessary.	Comprehend independently key ideas and details, craft and structure, and integration of knowledge and ideas at appropriate complexity with scaffolding as necessary.		

## Alaska English/Language Arts Standards

### Grade 7

<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>	7
<b>Standard</b>	<p>W.7.1.a-e</p> <p>Write arguments to support claims with clear reasons and relevant evidence;</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically;</p> <p>b. Support claim(s) with logical reasoning and accurate, relevant evidence, using credible sources and demonstrating an understanding of the topic or text;</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence;</p> <p>d. Establish and maintain a formal style;</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>

<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>Identify accurate, credible sources.</p> <p>Recognize phrases and clauses that create cohesion and clarify relationships.</p> <p>Identify and define alternate and opposing claims, relevance,</p>	<p>Determine how to introduce claims and acknowledge alternate or opposing claims.</p> <p>Organize reasons and evidence logically.</p> <p>Determine logical and relevant support for claims.</p>		<p>Produce an argument to support claims, which:</p> <ul style="list-style-type: none"> <li>• introduces claims</li> <li>• acknowledges opposing or alternate claims</li> <li>• is logically organized</li> <li>• supports claims with logical reasoning and relevant evidence</li> </ul>

<p>evidence, argument, cohesion and formal style.</p>	<p>Evaluate sources for credibility and accuracy.</p> <p>Understand the topic or text.</p> <p>Create cohesion and clarify relationships using words, phrases, or clauses.</p> <p>Establish and maintain a formal style.</p> <p>Plan a concluding statement or section that follows from and supports the argument.</p>		<ul style="list-style-type: none"> <li>• cites credible and accurate sources of information</li> <li>• uses words, phrases, and clauses to create cohesion and clarifies relationships</li> <li>• establishes and maintains a formal style</li> <li>• provides an appropriate concluding statement that follows from and supports the argument presented</li> </ul>
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## Alaska English/Language Arts Standards

### Grade 7

<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>	7
<b>Standard</b>	<p>W.7.2.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> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension;</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples;</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts;</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic;</p> <p>e. Establish and maintain a formal style;</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</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 a topic.  Identify and recognize: <ul style="list-style-type: none"> <li>• definition</li> <li>• classification</li> </ul>	Determine which strategy is most effective to further develop a topic including strategies such as: <ul style="list-style-type: none"> <li>• definitions</li> <li>• classification</li> <li>• comparison/contrast</li> </ul>		Write an informative/explanatory text to examine a topic, convey ideas, concepts and information through text selection, organization, and analysis of relevant content.

<ul style="list-style-type: none"> <li>• comparison/contrast</li> <li>• cause/effect</li> <li>• strategies</li> <li>• text features (graphics, charts, tables, multimedia)</li> </ul> <p>Select appropriate facts, definitions, concrete details, quotations, and examples.</p> <p>Recognize and select appropriate transitions to create cohesion and clarify relationships.</p> <p>Identify domain specific vocabulary and precise vocabulary.</p> <p>Recognize formal style.</p> <p>Identify an effective, supportive conclusion for the topic that follows from and supports the information or explanation presented.</p>	<ul style="list-style-type: none"> <li>• cause/effect</li> </ul> <p>Determine when to include formatting, graphics, and multimedia to aid comprehension.</p> <p>Determine how to organize ideas, concepts, and information.</p> <p>Develop the topic, using:</p> <ul style="list-style-type: none"> <li>• facts</li> <li>• definitions</li> <li>• concrete details</li> <li>• quotations</li> <li>• other information</li> <li>• examples</li> </ul> <p>Select appropriate transitions to create cohesion and clarify relationships.</p> <p>Determine precise language and domain specific vocabulary.</p> <p>Establish and maintain a formal style for a selected topic.</p> <p>Determine a supportive concluding statement or section that follows from the information or explanation presented.</p>		<p>Introduce, preview, and develop a topic with:</p> <ul style="list-style-type: none"> <li>• relevant facts</li> <li>• definitions</li> <li>• concrete details</li> <li>• quotations</li> <li>• other information</li> <li>• examples</li> </ul> <p>Organize ideas, concepts, and information.</p> <p>Use 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 and create cohesion.</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 supportive, concluding statement or section that follows</p>
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			from the information or explanation presented.
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## Alaska English/Language Arts Standards Grade 7

<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>	7
<b>Standard</b>	<p>W.7.3.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> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically;</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters;</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another;</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to advance the action and convey experiences and events;</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</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.
Define point of view.  Identify various points of view in a narrative.  Identify how authors use precise words/phrases, description, and	Use a variety of techniques to engage the reader and establish context and point of view.  Use dialogue, pacing, description to develop events and characters.		Write a narrative to develop real or imagined experiences or events that: <ul style="list-style-type: none"> <li>• engages the reader</li> <li>• establishes a context and point of view</li> <li>• uses techniques such as</li> </ul>

<p>sensory details to help readers visualize or sense the action of a narrative.</p>	<p>Use a variety of transitions to move events along and to signal shifts in a narrative.</p> <p>Develop conclusions that reflect on the events of a narrative.</p> <p>Use precise, descriptive, and sensory language to capture the action and to develop experiences and events.</p> <p>Compare and contrast relevant versus irrelevant details used to develop experiences, events, and characters.</p>		<p>dialogue, pacing and description to develop experiences, events, characters</p> <ul style="list-style-type: none"> <li>• uses a variety of transitions to convey sequence and signal shifts</li> <li>• uses appropriate precise, descriptive sensory language</li> <li>• leads to a reflective conclusion</li> </ul>
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## Alaska English/Language Arts Standards Grade 7

<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>	7
<b>Standard</b>	W.7.4 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 writing piece that is clear and coherent with idea development, organization, and style appropriate to task, purpose, and audience.

## Alaska English/Language Arts Standards Grade 7

<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>	7
<b>Standard</b>	W.7.5
	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

<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>With some guidance and support from peers and adults, students recognize how to:</p> <ul style="list-style-type: none"> <li>• plan</li> <li>• revise</li> <li>• edit</li> <li>• rewrite</li> <li>• try a new approach</li> </ul> <p>Recognize how well the focus on audience and purpose is addressed.</p> <p>Know how to edit for conventions</p>	<p>With some guidance and support from peers and adults, student develop and strengthen writing by:</p> <ul style="list-style-type: none"> <li>• planning</li> <li>• revising</li> <li>• editing</li> <li>• rewriting</li> <li>• trying a new approach</li> </ul> <p>Determine how well the focus of audience and purpose has been addressed.</p>		

of writing.			
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## Alaska English/Language Arts Standards Grade 7

<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>	7
<b>Standard</b>	W.7.6
	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing 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.
Identify publishing and collaborative options that use technology.  Explain how to cite sources and create hyperlinks.  Know how to collaborate effectively for an intended purpose.	Determine the best technology tools for producing and publishing writing appropriate to the purpose and audience.  Determine the best technology options for communicating and collaborating with others for an intended purpose.	Use technology, including the Internet, to produce, revise, edit, and publish writing.  Use technology to link to and cite sources.  Use technology to interact and collaborate with others for an intended purpose.	

## Alaska English/Language Arts Standards Grade 7

<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>	7
<b>Standard</b>	W.7.7
	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

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.
Use reliable sources of information.  Implement appropriate inquiry methods to conduct a short research project.	Select appropriate sources of information to answer a question.  Determine relevant and irrelevant information from sources to answer a question.  Formulate focused questions from sources of information for further research and investigation.  Conduct steps for research to answer a question.  Generate additional related,		

	<p>focused questions for further research and investigation.</p> <p>Apply several sources to conduct short research projects that answer a question and generate additional questions for further research and investigation.</p>		
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## Alaska English/Language Arts Standards Grade 7

<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>	7
<b>Standard</b>	W.7.8
	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.
Use effective search terms.  Recognize standard formats for citations, credibility, and accuracy.  Follow standard citation format.	Assess the credibility and accuracy of sources.  Quote or paraphrase the data and conclusions of others, avoiding plagiarism.		

# Alaska English/Language Arts Standards

## Grade 7

<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>	7
<b>Standard</b>	W.7.9.a-b
	Draw evidence from literary or informational texts to support analysis, reflection, and research; a. Apply grade 7 Reading standards to literature (e.g., <i>“Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.”</i> ); b. Apply grade 7 Reading standards to literary nonfiction (e.g. <i>“Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.”</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.
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 to support understanding of text.  Reflect on key ideas and details in a text as evidence to support understanding of text.  Draw upon key ideas and details		

	as support for research.		
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## Alaska English/Language Arts Standards Grade 7

<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>	7
<b>Standard</b>	W.7.10 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 audience, topic, and purpose.  Identify appropriate organizational structure for various types of writing.	Determine when to write for either extended and/or shorter time frames based upon audience, purpose, and task.  Determine appropriate organizational structure to use for various types of writing based upon task, purpose, and audience.	Write for various audiences, purposes, and tasks for a shortened time frame (a single setting or a day or two).  Write for various audiences, purposes, and tasks within an extended time frame (time for research, reflection and revision).	

# Alaska English/Language Arts Standards

## Grade 7

<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>	7
<b>Standard</b>	SL.7.1.a-d
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly; <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion;</li> <li>b. Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), track progress toward specific goals and deadlines, and define individual roles as needed;</li> <li>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed;</li> <li>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</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 key ideas from reading material or research.	Reflect on discussion topics using evidence from the text and/or research.	Engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 7 topics and texts.	
Describe components of a collegial discussion.	Track progress toward specific goals and deadlines, defining individual roles as needed.	Demonstrate collegial rules during discussion.	
Recognize key ideas and new information posed during discussions.	Justify ideas and responses shared	Articulate personal ideas clearly.	

	<p>with evidence from text or research and modify when warranted.</p> <p>Evaluate new information posed and form personal opinion.</p> <p>Interpret other's opinions.</p> <p>Formulate comments, questions, and responses based on evidence from the text or topic.</p>	<p>Pose relevant questions that elicit elaboration on the topic or text.</p> <p>Respond to questions and comments with relevant details, bringing discussion back on topic as needed.</p> <p>Acknowledge new information posed and respond to change viewpoints as needed.</p>	
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## Alaska English/Language Arts Standards Grade 7

<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>	7
<b>Standard</b>	SL.7.2
	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively/data-related, orally) and explain how the ideas clarify 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 main details and supporting details that contribute to the topic, text, or issue of study of various media formats.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, or orally).  Explain how the ideas clarify the topic, text, or issue under study.		

## Alaska English/Language Arts Standards Grade 7

<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>	7
<b>Standard</b>	SL.7.3
	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

<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: <ul style="list-style-type: none"> <li>• sound reasoning</li> <li>• arguments</li> <li>• reasons</li> <li>• relevant evidence</li> <li>• sufficient evidence</li> <li>• claims</li> </ul>	Delineate a speaker's argument and specific claims.  Evaluate the soundness of the speaker's reasoning and the relevance and sufficiency of the speaker's evidence.		

## Alaska English/Language Arts Standards Grade 7

<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>	7
<b>Standard</b>	SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

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 claims/findings.  Identify salient points.  Identify appropriate eye contact, adequate volume, and clear pronunciation.	Determine salient points and pertinent descriptions, facts, details and examples.  Sequence claims, findings, salient points, pertinent descriptions, facts, details, and examples in a focused, coherent manner.	Present claims and findings.  Emphasize salient points.  Present information in a focused, coherent manner, including pertinent descriptions, facts, details, and examples.  Demonstrate appropriate eye contact, adequate volume, and clear pronunciation.	

## Alaska English/Language Arts Standards Grade 7

<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>	7
<b>Standard</b>	SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

<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 claims, findings, and salient points.	Determine which multimedia components/visual display options best emphasize and clarify the information.	Use multimedia components/visual displays in a presentation to clarify claims and findings and to emphasize salient points.	

## Alaska English/Language Arts Standards Grade 7

<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>	7
<b>Standard</b>	SL.7.6
	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 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.
Describe formal and informal settings and the qualities of formal and informal speech.	Determine if formal or informal speech is appropriate in the context of a given situation.	Adapt speech to a given context or task when speaking.  Demonstrate correct use of formal, standard English when speaking.	

## Alaska English/Language Arts Standards

### Grade 7

<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>	7
<b>Standard</b>	L.7.1.a-c
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; a. Explain the function of phrases and clauses in general and their function in specific sentences in order to apply the conventions of English; b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas; c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*

<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 phrases and clauses.  Identify compound-complex sentences and misplaced or dangling modifiers.	Demonstrate command of the conventions of standard English grammar and usage when writing.  Explain the function of phrases and clauses in general and in specific sentences.  Choose the best type of sentence for signaling relationships among ideas.  Correct misplaced and dangling	Demonstrate command of the conventions of standard English grammar and usage when speaking.  Choose phrases and clauses correctly in speaking.  Select and combine sentences to show relationships.  Correct misplaced and dangling modifiers.	

	modifiers.		
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## Alaska English/Language Arts Standards Grade 7

<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>	7
<b>Standard</b>	L.7.2.a-b
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; a. Use a comma to separate coordinate adjectives (e.g., <i>“It was a fascinating, enjoyable movie.”</i> ); 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.  Use a comma to separate coordinate adjectives.  Know that coordinate adjectives describe the same word or term.  Recall and apply spelling rules.  Identify and correct misspelled words.			

## Alaska English/Language Arts Standards

### Grade 7

<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>	7
<b>Standard</b>	L.7.3
	Use knowledge of language and its conventions when writing, speaking, reading, or listening; a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

<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 the conventions of language for writing, speaking, reading, and listening.	Apply knowledge of language when writing, reading, and listening.	Use knowledge of language when speaking.	
Recognize precise and concise language.	Apply knowledge of language conventions when writing, reading, and listening.	Use knowledge of language conventions when speaking.	
	Use precise and concise language in order to eliminate wordiness and redundancy when writing.	Use precise and concise language in order to eliminate wordiness and redundancy when speaking.	

## Alaska English/Language Arts Standards

### Grade 7

<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>	7
<b>Standard</b>	L.7.4.a-d
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies; <ul style="list-style-type: none"> <li>a. Determine meaning of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), 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;</li> <li>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>);</li> <li>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, and thesauri), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech;</li> <li>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).</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.
Identify multiple-meaning words and phrases and grade appropriate roots and affixes.  Use print and digital reference materials (e.g. dictionary, thesaurus, glossary) to find	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by: <ul style="list-style-type: none"> <li>• using context (e.g., overall meaning of sentence or paragraph, a word’s position in a sentence, a</li> </ul>		

<p>pronunciation, determine or clarify precise meaning, and identify a word's part of speech.</p> <p>Recognize strategies for finding meanings of unknown words.</p>	<p>word's function in a sentence) as a clue to word meaning</p> <ul style="list-style-type: none"> <li>• using Greek and Latin affixes and roots as clues to word meaning</li> </ul> <p>Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase.</p> <p>Verify preliminary determination of the meaning of a word or phrase by checking inferred meaning in context or a dictionary.</p>		
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## Alaska English/Language Arts Standards

### Grade 7

<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>	7
<b>Standard</b>	<p>L.7.5.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., literary, religious, and mythological allusions; euphemisms) as used in context;</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words;</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</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 figurative language (e.g. literary, biblical, and mythical allusions).	Analyze text to locate figures of speech (e.g. personification) and interpret meanings in context.		
Know the different types of relationships of words (e.g. synonym/antonym, analogy).	Analyze the relationship between particular words (e.g. cause/effect, part/whole, item/category) for clarity.		
Recognize the meaning of the terms connotation (associations) and denotation (definitions).	Distinguish among the connotations of words with similar denotations (e.g., <i>stingy</i> ,		

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

### Grade 7

<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>	7
<b>Standard</b>	L.7.6
	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.
<p>Identify general academic and domain-specific words and phrases that are grade appropriate.</p> <p>Gather vocabulary knowledge when considering words and phrases important to comprehension or expression.</p>	<p>Make meaning and use accurately the words and phrases important to the comprehension of academic and domain-specific words.</p> <p>Apply and use knowledge of vocabulary when considering words and phrases important to comprehension or expression.</p> <p>Select appropriate resources to aid in gathering vocabulary knowledge.</p>		

## 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
	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
	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
	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 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
	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
	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
	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
	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
	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
	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
	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 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
	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 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 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
	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
	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
	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 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
	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>1. Write arguments focused on discipline-specific content; 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; 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; c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence; d. Establish and maintain a formal style; e. Provide a concluding statement or section that follows from and supports the argument presented.</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.

## 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>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes; 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; b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; c. Use appropriate and varied transitions to create cohesion and 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 and objective tone; f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>

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>	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
	3. Not applicable as a separate requirement.

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>	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
	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
	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
	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
	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
	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
	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 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.