
Alaska State Literacy Blueprint-Alaska English Language Arts Standards Alignment Study

Prepared for

Karen Melin

Alaska Department of Education & Early Development

P.O. Box 110900

Juneau, AK 99811

Prepared by

Vicki LaRock

RMC Research Corporation

111 SW Columbia Street, Suite 1200

Portland, OR 97201

March 2, 2012



Contents

Purpose 1

Methodology 1

Reporting the Results..... 1

Special Cases and Exclusions 2

Findings 3

Appendix A The Blueprint to English Language Arts Standards Crosswalk..... 5

Appendix B The Blueprint to English Language Arts Crosswalk Summary..... 25

Purpose

The *Alaska State Literacy Blueprint Birth to Graduation* (hereafter “the Blueprint”) is the framework that outlines how the Alaska State Department of Education views, approaches, and presents literacy comprehensively from birth through high school graduation. The proposed Alaska English Language Arts Standards establish the foundation of knowledge and skills that all students need in order to be successful with college and career pursuits after graduation. These two documents together provide the guidance for improving the literacy achievement of all students in the state.

It is essential, therefore, that the instruction outlined in the Blueprint aligns with and supports student mastery of the proposed Alaska English Language Arts Standards. To ensure this essential alignment exists between the documents, a detailed crosswalk review was conducted to identify the correlation between what teachers are required to provide in the Content of Instruction section of the Blueprint and the specific Alaska English Language Arts Standards students would be expected to achieve as a result of that instruction.

Methodology

The Blueprint provides guidance in five broad categories. The category that directly relates to the Alaska English Arts Standards is Instruction and Intervention. Within that category, the Content of Instruction section contains the teacher instructional requirements that were mapped to the Alaska English Language Art Standards that would be met as a result of teachers providing that instruction.

It was determined that the crosswalk would be confined to the Content of Instruction section for Kindergarten to Grade 5 (Grades K–5). An examination of these grade levels allowed for a study that was both thorough and reasonable in scope when taking into account available resources. Because the anchor standards for each of the four strands (Reading, Writing, Speaking and Listening, and Language) are the same for all grade levels, the alignment found between the Grades K–5 Content of Instruction requirements would also be true of the instructional requirements for Grade 6 to Graduation. The instructional requirements and corresponding standards remain relatively consistent throughout the grade levels. What changes is the depth and rigor of instruction which allows students to apply their knowledge and skills to increasingly complex grade-level text.

Reporting the Results

The detailed results of the crosswalk are displayed in Appendix A. Column 1 contains the Grades K–5 components from the Blueprint’s Content of Instruction section by area: Oral Language and Vocabulary, Print Awareness, Phonological Awareness, Letter Knowledge and Phonics, Fluency, Comprehension, and Writing. Combining bullets within an area into a single row of the chart or separating bullets and/or subbullets into individual rows depended on whether the instructional requirements were more broadly categorized or divided into the discrete skills and/or subskills to be taught.

Reporting the Results (continued)

Column 2 identifies the anchor standards from the Alaska English Language Art Standards document that align to each of the Content of Instruction components displayed in Column 1. Column 3 contains a representative sampling of grade-specific standards that would be met as a result of teachers implementing the Content of Instruction guidelines in the Blueprint.

In the interest of keeping the Appendix A chart a reasonable size for reading, only a sampling of the numbered grade-specific standards was included. The lettered subcomponents of the grade-specific standards that further define the knowledge and skills expected of students meeting that standard were not included. However, those subcomponents were used in the crosswalk analysis and often this is the level at which direct matches in wording or examples occur.

Appendix B provides a less detailed, more succinct look at the crosswalk results with the Content of Instruction components on the left and the corresponding anchor standards on the right, listed only by strand and number.

Special Cases and Exclusions

Four of the areas identified in the Blueprint are considered foundational reading skills: Print Awareness, Phonological Awareness, Letter Knowledge and Phonics, and Fluency. These foundational skills do not directly correspond to the anchor standards for reading. However, they directly align to grade-specific standards found in the Reading Standards: Foundational Skills (Grades K–5) section of the Alaska English Language Art Standards document.

In the Content of Instruction section of the Blueprint, there are bullets that identify specific instructional strategies and supports teacher are to provide for special populations, such as English language learners. Because these are enhancements or additional ways of approaching the identified areas of instruction to make the instruction more effective for special populations and not new areas of instruction, these were not included separately in the crosswalk. They are part of the alignment already considered within each of the areas of instruction in which they appear.

The final area addressed in the Content of Instruction section of the Blueprint is Disciplinary Literacy. The components in this area do not align with a separate subset of standards that apply specifically to disciplinary literacy. The instructional requirements in the Disciplinary Literacy component are the same as they are in other components. Therefore, the standards that align to the other components of the Blueprint as they appear in the chart would align to the Disciplinary Literacy component, as well. The difference lies in the content (discipline) to which they are applied.

Findings

The crosswalk findings indicate that there is a high level of alignment between the components in the Content of Instruction section of the Blueprint and the proposed Alaska English Language Art Standards. All but one bulleted or subbulleted component in the Content of Instruction section in all five areas could be cross-walked to a least one of the proposed anchor standards. Most aligned with more than one anchor standard. Some aligned with as many as four or five.

There were numerous cases where providing instruction outlined in the Blueprint under one area would support student mastery of standards in multiple strands. For example, providing the required instruction in Oral Language and Vocabulary aligned with anchor standards in Reading, Speaking and Listening, and Language. The number of these cross-strand instances of alignment that were found reflects the integrated model of literacy which most comprehensive literacy plans and college and career ready sets of standards are striving for.

The only component in the Content of Instruction section of the Blueprint that could not be cross-walked to an anchor standard from the proposed Alaska English Language Art Standards document was under the area of Comprehension. That was “*Teachers provide all students explicit and systematic instruction and opportunities to practice the use of comprehension strategies with informational text by . . . monitoring their own comprehension as they read and adjusting their use of comprehension strategies as needed.*”

In conducting the crosswalk and examining the results, the reviewer found no apparent inconsistencies between the Blueprint and the proposed Alaska English Language Arts Standards that would require resolution. The approach to literacy instruction outlined in the Blueprint and what students should be able to know and do as a result of that instruction, as presented in the Alaska English Language Arts Standards appear to be closely aligned and highly correlated.

Appendix A
The Blueprint to English Language Arts Standards
Crosswalk

<p align="center">The Blueprint Content of Instruction (Grades K–5)</p>	<p align="center">Corresponding Anchor Standard(s)</p>	<p align="center">Sampling of Grade Level Standards</p>
<p align="center">Oral Language & Vocabulary</p> <p>Teachers provide all students explicit instruction in oral language.</p> <ul style="list-style-type: none"> ▪ Teachers respectfully distinguish differences between conversational language use and standard academic English and provide guidance in the appropriate use of each. ▪ Teachers provide students instruction in the meaning of unknown and multiple-meaning words and phrases, understanding of figurative language, word relationships, and nuances in word meanings. 	<p>Reading Craft and Structure</p> <p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>Craft and Structure (Literature) Kindergarten</p> <p>4. Ask and answer questions about unknown words in a text.</p> <p>Grade 3</p> <p>4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal meanings from use of figurative language (e.g., exaggeration in tall tales).</p> <p>Craft and Structure (Informational Text) Grade 1</p> <p>4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>Grade 2</p> <p>4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p>
	<p>Speaking and Listening Presentation of Knowledge and Ideas</p> <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>Presentation of Knowledge and Ideas Grade 4</p> <p>6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)</p>
	<p>Language Knowledge of Language</p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>Knowledge of Language Grades 2–5</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
	<p>Language Vocabulary Acquisition and Use</p> <p>5. Demonstrate understanding of figurative language, word relationships and nuances in word meaning.</p>	<p>Vocabulary Acquisition and Use Grade 1</p> <p>5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>Grades 4 and 5</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>

The Blueprint Content of Instruction (Grades K–5)	Corresponding Anchor Standard(s)	Sampling of Grade Level Standards
<p>Oral Language & Vocabulary Teachers provide vocabulary instruction with a focus on academic language.</p> <ul style="list-style-type: none"> ▪ Teachers provide instruction in specific words and concepts to help students develop depth of word knowledge. ▪ Teachers provide instruction in independent word-learning strategies (e.g. morphemic analysis, external context clues) to help students determine the meaning of unfamiliar words encountered when reading. ▪ Teachers provide opportunities for extended conversation, both during reading instruction and during the rest of the school day. 	<p>Reading Craft and Structure</p> <p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>Craft and Structure (Informational Text) Grade 4</p> <p>4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p>
	<p>Speaking and Listening Comprehension and Collaboration</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>Comprehension and Collaboration Grade 1</p> <p>1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>Grade 3</p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>
	<p>Language Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>Vocabulary Acquisition and Use Grade 5</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p>
	<p>Language Vocabulary Acquisition and Use</p> <p>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>Vocabulary Acquisition and Use Kindergarten</p> <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>Grade 4</p> <p>6. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>

The Blueprint Content of Instruction (Grades K–5)	Corresponding Anchor Standard(s)	Sampling of Grade Level Standards
<p>Oral Language & Vocabulary Teachers provide instruction in the conventions of standard English grammar and usage for speaking.</p>	<p>Speaking and Listening Presentation of Knowledge and Ideas 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>Presentation of Knowledge and Ideas Grade 1 6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)</p>
	<p>Language Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Conventions of Standard English Grades K–5 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
	<p>Language Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>Knowledge of Language Grade 2–5 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
<p>Print Awareness* Teachers work to help students develop an understanding of the conventions, purpose and functions of print.</p> <ul style="list-style-type: none"> ▪ Basic print awareness skills to be mastered in the beginning stages of reading (Kindergarten and early Grade 1) 		<p>Print Concepts Grades K–1 1. Demonstrate understanding of the organization and basic features of print.</p>
<p>Phonological Awareness* Teachers work with students to develop a conscious understanding that oral language is composed of individual sounds (i.e., phonemic awareness) to better understand letter-sound relationships, blend sounds into words, and segment words to spell.</p> <ul style="list-style-type: none"> ▪ Phonemic awareness skills to be mastered in the beginning stages of reading (kindergarten and early first grade). 		<p>Phonological Awareness Grades K–1 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>

<p align="center">The Blueprint Content of Instruction (Grades K–5)</p>	<p align="center">Corresponding Anchor Standard(s)</p>	<p align="center">Sampling of Grade Level Standards</p>
<p align="center">Letter Knowledge & Phonics*</p> <p>Based on the identified needs of the learner, teachers provide students daily explicit and systematic instruction in word recognition that includes letter knowledge, letter-sound correspondence, sound-spelling patterns (e.g., digraphs, r-controlled vowels, etc.), blending, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar words in context and out of context.</p>		<p>Phonics and Word Recognition Grades K–5</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>
<p align="center">Fluency*</p> <p>Teachers model oral reading in a fluent manner while reading aloud to children.</p> <p>Teachers build student reading fluency (i.e. reading with sufficient accuracy, rate and expression to support comprehension) by providing extensive reading opportunities with manageable texts, and with activities such as auditory modeling, Readers Theatre, and repeated readings.</p>		<p>Fluency Kindergarten</p> <p>4. Read emergent-reader texts with purpose and understanding.</p> <p>Grades 1–5</p> <p>4. Read with sufficient accuracy and fluency to support comprehension.</p>

*This component aligns to Reading Standards: Foundational Skills (K–5) which do not directly correspond to an Alaska Anchor Standard for Reading. The Foundational Skills support the learning of all the Reading Anchor Standards.

The Blueprint Content of Instruction (Grades K–5)	Corresponding Anchor Standard(s)	Sampling of Grade Level Standards
<p>Comprehension</p> <p>Teachers provide all students explicit and systematic instruction and opportunities to practice the use of comprehension strategies with narrative text by creating opportunities for the following activities:</p> <ul style="list-style-type: none"> ▪ Retelling stories. ▪ Identifying main idea and supporting details. 	<p>Reading Key Ideas and Details</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>Key Ideas and Details (Literature) Kindergarten</p> <p>2. With prompting and support, retell familiar stories, using key details.</p> <p>Grade 3</p> <p>2. Determine the author’s purpose, message, lesson, or moral and explain how it is conveyed through key details in the text; summarize stories in correct sequence, including fables and folktales from diverse cultures.</p> <p>Grade 5</p> <p>2. Determine a theme or author’s message or purpose of a story, drama, or poem using details and evidence from the text as support, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize main ideas or events, in correct sequence.</p>
	<p>Speaking and Listening Comprehension and Collaboration</p> <p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Comprehension and Collaboration Grade 2</p> <p>2. Retell or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>Grade 3</p> <p>2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<ul style="list-style-type: none"> ▪ Using information gained from illustrations and print or digital text to understand characters, setting, or plot. 	<p>Reading Integration of Knowledge and Ideas</p> <p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>Integration of Knowledge and Ideas (Literature) Grade 2</p> <p>7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot (e.g., problem-solution; chronology).</p> <p>Grade 3</p> <p>7. Explain how specific aspects of text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>

The Blueprint Content of Instruction (Grades K–5)	Corresponding Anchor Standard(s)	Sampling of Grade Level Standards
<ul style="list-style-type: none"> ▪ Comparing and contrasting characters, settings, or events in a story. ▪ Visualizing characters, events, or settings in a story. ▪ Inferring characters' motivations from their actions. 	<p>Reading Key Ideas and Details</p> <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>Key Ideas and Details (Literature) Grade 3</p> <p>3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events (e.g., creating or solving a problem).</p> <p>Grade 4</p> <p>3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>Grade 5</p> <p>3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact, how conflicts are resolved).</p>
	<p>Reading Integration of Knowledge and Ideas</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p>Integration of Knowledge and Ideas Grade 3</p> <p>9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series.)</p>
	<p>Writing Text Types and Purposes</p> <p>3. Use narrative writing to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Research to Build and Present Knowledge</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Text Types and Purposes Grades 3–5</p> <p>3. Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology).</p> <p>Research to Build and Present Knowledge Grades 4–5</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
	<p>Speaking and Listening Presentation of Knowledge and Ideas</p> <p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>Speaking and Listening Presentation of Knowledge and Ideas Grade 1</p> <p>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>

The Blueprint Content of Instruction (Grades K–5)	Corresponding Anchor Standard(s)	Sampling of Grade Level Standards
<ul style="list-style-type: none"> ▪ Asking and answering critical questions while reading.** 	<p>Reading Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text 	<p>Key Ideas and Details (Literature) Grade 2</p> <ol style="list-style-type: none"> 1. Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of a literary text using key details from the text. <p>Grade 3</p> <ol style="list-style-type: none"> 1. Ask and answer questions to demonstrate understanding of a text (e.g., making basic inferences and predictions), referring explicitly to details from the text as the basis for the answers.
	<p>Reading Craft and Structure</p> <ol style="list-style-type: none"> 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 	<p>Craft and Structure Kindergarten</p> <ol style="list-style-type: none"> 4. Ask and answer questions about unknown words in a text.
	<p>Speaking and Listening Comprehension and Collaboration</p> <ol style="list-style-type: none"> 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. 	<p>Comprehension and Collaboration Grade 1</p> <ol style="list-style-type: none"> 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**This subbullet was reordered from the Blueprint to facilitate grouping the three subbullets in the previous section of the chart together.

The Blueprint Content of Instruction (Grades K–5)	Corresponding Anchor Standard(s)	Sampling of Grade Level Standards
<p>Comprehension</p> <p>Teachers facilitate structured, purposeful high-quality discussion of the meaning of text.</p>	<p>Speaking and Listening Comprehension and Collaboration</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>Comprehension and Collaboration Grade 4</p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>
<p>Comprehension</p> <p>Teachers provide all students explicit and systematic instruction and opportunities to practice the use of comprehension strategies with informational text by</p> <ul style="list-style-type: none"> ▪ Using table of contents, glossaries, and other text features. 	<p>Reading Craft and Structure</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>Craft and Structure (Informational Text) Grade 1</p> <p>5. Know and use various text features (e.g., title, labels with graphics, bold print, visual cues such as arrows) to locate key facts or information in a text.</p> <p>Grade 3</p> <p>5. Use text features and search tools (e.g., table of contents, index, key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>
	<p>Reading Integration of Knowledge and Ideas</p> <p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>Integration of Knowledge and Ideas (Informational Text) Grade 2</p> <p>7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>
	<p>Language Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>Vocabulary Acquisition and Use Grade 4</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p>
<ul style="list-style-type: none"> ▪ Identifying the main idea and supporting ideas. 	<p>Reading Key Ideas and Details</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>Key Ideas and Details (Informational Text) Grade 1</p> <p>2. Identify the main topic or author's purpose (e.g., to teach or tell us about . . .) and retell key details of a text.</p> <p>Grade 4</p> <p>2. Determine the main idea of a text and explain how it is supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.</p>

The Blueprint Content of Instruction (Grades K–5)	Corresponding Anchor Standard(s)	Sampling of Grade Level Standards
	Reading Craft and Structure 6. Assess how point of view or purpose shapes the content and style of a text.	Craft and Structure (Informational Text) Grade 2 6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. Grade 4 6. Determine author’s purpose; compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
	Reading Integration of Knowledge and Ideas 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Integration of Knowledge and Ideas Grade 3 9. Compare and contrast the most important points and key details presented in two texts on the same topic or related topics.
	Writing Text Types and Purposes 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Text Types and Purposes Grade 3–5 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	Speaking and Listening Comprehension and Collaboration 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	Comprehension and Collaboration Grade 2 2. Retell or describe key ideas or details from a text read aloud or information presented orally or through other media. Grade 3 2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<ul style="list-style-type: none"> ▪ Using knowledge of key academic vocabulary to clarify tasks (words such as analyze, interpret, classify, compare, synthesize, persuade, solve). 	Reading Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Craft and Structure (Informational Text) Grade 3 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .

The Blueprint Content of Instruction (Grades K–5)	Corresponding Anchor Standard(s)	Sampling of Grade Level Standards
	<p>Language Vocabulary Acquisition and Use</p> <p>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>Vocabulary Acquisition and Use Grade 5</p> <p>6. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>
<ul style="list-style-type: none"> ▪ Working with multiple texts and evaluating the relevance and credibility of sources. 	<p>Reading Craft and Structure</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>Craft and Structure (Informational Text) Grade 5</p> <p>6. Determine author’s purpose; analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent. (e.g., social studies topics, media messages about current events)</p>
	<p>Reading Integration of Knowledge and Ideas</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p>Integration of Knowledge and Ideas (Informational Text) Grade 4</p> <p>8. Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>Grade 3</p> <p>9. Compare and contrast the most important points and key details presented in two texts on the same topic or related topics.</p>
	<p>Writing Research to Build and Present Knowledge</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Research to Build and Present Knowledge Grades 4–5</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
<ul style="list-style-type: none"> ▪ Interpreting information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages). 	<p>Reading Integration of Knowledge and Ideas</p> <p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>Integration of Knowledge and Ideas (Informational Text) Grade 4</p> <p>7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>

The Blueprint Content of Instruction (Grades K–5)	Corresponding Anchor Standard(s)	Sampling of Grade Level Standards
<ul style="list-style-type: none"> ▪ Asking and answering critical questions while reading. 	<p>Reading Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 	<p>Key Ideas and Details (Informational Text) Grade 2</p> <ol style="list-style-type: none"> 1. Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of informational texts using key details from the text. <p>Grade 3</p> <ol style="list-style-type: none"> 1. Ask and answer questions to demonstrate understanding of a text, (e.g., explaining what the texts says explicitly, making basic inferences and predictions), referring explicitly to the text as the basis for the answers.
	<p>Reading Craft and Structure</p> <ol style="list-style-type: none"> 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 	<p>Craft and Structure (Informational Text) Kindergarten</p> <ol style="list-style-type: none"> 4. With prompting and support, ask and answer questions about unknown words in a text.
	<p>Speaking and Listening Comprehension and Collaboration</p> <ol style="list-style-type: none"> 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. 	<p>Comprehension and Collaboration Kindergarten</p> <ol style="list-style-type: none"> 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

<p align="center">The Blueprint Content of Instruction (Grades K–5)</p>	<p align="center">Corresponding Anchor Standard(s)</p>	<p align="center">Sampling of Grade Level Standards</p>
<ul style="list-style-type: none"> ▪ Monitoring their own comprehension as they read and adjusting their use of comprehension strategies as needed. 		
<p align="center">Comprehension</p> <p>Teachers provide all students with opportunities to develop listening comprehension skills.</p>	<p>Speaking and Listening Comprehension and Collaboration</p> <ol style="list-style-type: none"> 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. 	<p>Comprehension and Collaboration Kindergarten</p> <ol style="list-style-type: none"> 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. <p>Grade 4</p> <ol style="list-style-type: none"> 2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. <p>Grade 2</p> <ol style="list-style-type: none"> 3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. <p>Grade 5</p> <ol style="list-style-type: none"> 3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence (e.g., use a graphic organizer or notecards completed while listening to summarize or paraphrase key ideas presented by a speaker).
<p align="center">Comprehension</p> <p>Educators establish a plan to support students in reading a wide range of materials in and outside the school day.</p>	<p>Reading Range of Reading and Level of Text Complexity</p> <ol style="list-style-type: none"> 10. Read and comprehend a range of complex literary and informational texts independently and proficiently. 	<p>Range of Reading and Level of Text Complexity (Literature) Grade 3</p> <ol style="list-style-type: none"> 10. By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 3 (from upper grade 2 to grade 4), with scaffolding as needed at the high end of the range. <p>Range of Reading and Level of Text Complexity (Informational) Grade 5</p> <ol style="list-style-type: none"> 10. By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 5 (from upper grade 4 to grade 6), with scaffolding as needed at the high end of the range.

The Blueprint Content of Instruction (Grades K–5)	Corresponding Anchor Standard(s)	Sampling of Grade Level Standards
<p>Writing</p> <p>Teachers provide explicit instruction in the conventions of standard English language grammar and usage, as well as appropriate capitalization, punctuation and spelling for writing in different contexts.</p>	<p>Writing Production and Distribution of Writing</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>Production and Distribution of Writing Grade 4</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)</p>
	<p>Language Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Conventions of Standard English Grades K–5</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
	<p>Language Knowledge of Language</p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>Knowledge of Language Grade 2–5</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
<p>Writing</p> <p>Teachers provide systematic and explicit instruction in writing strategies and the writing process, including prewriting, planning, drafting, editing/revising, and publishing.</p>	<p>Writing Production and Distribution of Writing</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>Production and Distribution of Writing Grade 1</p> <p>5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add concrete and sensory details to strengthen writing as needed.</p> <p>Grade 5</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)</p>

The Blueprint Content of Instruction (Grades K–5)	Corresponding Anchor Standard(s)	Sampling of Grade Level Standards
<p>Writing</p> <p>Teachers provide explicit guidance in the structures and expectations for writing in different genres and subject areas.</p>	<p>Reading Craft and Structure</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>Craft and Structure (Literature) Grade 2</p> <p>5. Describe the overall structure of a story, including describing how the beginning introduces the story (who, what, why, where), the middle describes the problem (how characters react or feel and what they do), and the ending concludes the action or tells how the problem was solved.</p> <p>Craft and Structure (Informational Text) Grade 4</p> <p>5. Describe the overall structure (e.g., sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>
	<p>Writing Text Types and Purposes</p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>3. Use narrative writing to develop real or imagined experience or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>Text Types and Purposes Kindergarten</p> <p>1. Use a combination of drawing, dictating, and writing to state an opinion or a preference about a topic or part of a book (e.g., I like dogs better than cats because . . . ; My favorite part of the story is when . . . ; I think it was funny when . . .).</p> <p>Grade 4</p> <p>1. Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons and information (e.g., The character _____ was brave because she _____).</p> <p>Grade 1</p> <p>2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure (e.g., restate at the end the most interesting fact or the most important idea shared).</p> <p>Grade 3–5</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Grade 2</p> <p>3. Use narrative writing to retell a well elaborated event or short sequence of real or imagined events, include details to describe actions, thoughts, and feelings, use linking words to signal event order, and provide one or more concluding sentences that restate or emphasize a feeling or lesson learned.</p> <p>Grade 3–5</p> <p>3. Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language), and clear event sequences (chronology).</p>

The Blueprint Content of Instruction (Grades K–5)	Corresponding Anchor Standard(s)	Sampling of Grade Level Standards
<p>Writing</p> <p>Teachers provide explicit instruction in evaluating print and digital sources of information and synthesizing learning from multiple sources into a single piece of writing.</p>	<p>Reading Integration of Knowledge and Ideas</p> <p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>Integration of Knowledge and Ideas Grade 5</p> <p>7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>
	<p>Writing Research to Build and Present Knowledge</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>Research to Build and Present Knowledge Grade 5</p> <p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>

The Blueprint Content of Instruction (Grades K–5)	Corresponding Anchor Standard(s)	Sampling of Grade Level Standards
<p>Writing</p> <p>Teachers provide explicit instruction in summarizing text in written form and in synthesizing of learning from multiple texts into a single piece of writing.</p>	<p>Reading Key Ideas and Details</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>Key Ideas and Details (Literature) Grade 4</p> <p>2. Determine a theme or author’s message or purpose of a story, drama, or poem using details and evidence from the text as support; summarize main ideas or events, in correct sequence, including how conflicts are resolved.</p> <p>Grade 5 (Informational Text)</p> <p>2. Determine the main idea and subtopics of a text and explain how they are supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.</p>
	<p>Reading Integration of Knowledge and Ideas</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p>Integration of Knowledge and Ideas (Informational Text) Grade 5</p> <p>9. Integrate information from several texts on the same topic or related topics in order to write or speak about the subject knowledgeably.</p>
	<p>Writing Research to Build and Present Knowledge</p> <p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>Research to Build and Present Knowledge Grade 1</p> <p>7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions or combine or summarize information/facts learned).</p> <p>Grade 5</p> <p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>
	<p>Speaking and Listening Comprehension and Collaboration</p> <p>2. Integrate and evaluate information presented in diverse media formats, including visually, quantitatively, and orally.</p>	<p>Comprehension and Collaboration Grade 5</p> <p>2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>

Blueprint Content of Instruction (Grades K–5)	Corresponding Anchor Standard(s)	Sampling of Grade Level Standards
<p>Writing</p> <p>Teachers provide collaborative writing opportunities in which students work together to plan, draft, revise, and edit their compositions.</p>	<p>Writing Production and Distribution of Writing</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>Production and Distribution of Writing Grade 3</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)</p> <p>Grades K–2</p> <p>6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
	<p>Writing Research to Build and Present Knowledge</p> <p>7. Conduct short as well as more sustained research projects based on focused questions demonstrating understanding of the subject under investigation.</p>	<p>Research to Build and Present Knowledge Kindergarten</p> <p>7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and combine or summarize information/facts learned or express opinions about them).</p>
<p>Writing</p> <p>Teachers assign students specific reachable product goals for the writing they are to complete.</p>	<p>Writing Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Production and Distribution of Writing Grade 3</p> <p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>
	<p>Writing Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>Range of Writing Grades 3–5</p> <p>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.</p>
<p>Writing</p> <p>Teachers explicitly teach the use of word processing and publishing applications.</p> <p>Teachers use computers and word processors as instructional tools to allow students to produce legible text; add, delete, and move text; format documents; and check spelling.</p>	<p>Writing Production and Distribution of Writing</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>Production and Distribution of Writing Grade 4</p> <p>6. With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others and to locate information about topics; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>

Appendix B
The Blueprint to English Language Arts Crosswalk
Summary

<p style="text-align: center;">The Blueprint Content of Instruction (Grades K–5)</p>	<p style="text-align: center;">Corresponding Anchor Standard(s)</p>
Oral Language & Vocabulary	
<p>Teachers provide all students explicit instruction in oral language.</p> <ul style="list-style-type: none"> ▪ Teachers respectfully distinguish differences between conversational language use and standard academic English and provide guidance in the appropriate use of each. ▪ Teachers provide students instruction in the meaning of unknown and multiple-meaning words and phrases, understanding of figurative language, word relationships, and nuances in word meanings. 	<p>Reading Anchor Standard 4 Speaking and Listening Anchor Standard 6 Language Anchor Standards 3 and 5</p>
<p>Teachers provide vocabulary instruction with a focus on academic language.</p> <ul style="list-style-type: none"> ▪ Teachers provide instruction in specific words and concepts to help students develop depth of word knowledge. ▪ Teachers provide instruction in independent word-learning strategies (e.g. morphemic analysis, external context clues) to help students determine the meaning of unfamiliar words encountered when reading. ▪ Teachers provide opportunities for extended conversation, both during reading instruction and during the rest of the school day. 	<p>Reading Anchor Standard 4 Speaking and Listening Anchor Standard 1 Language Anchor Standards 4 and 6</p>
<p>Teachers provide instruction in the conventions of standard English grammar and usage for speaking.</p>	<p>Speaking and Listening Anchor Standard 6 Language Anchor Standards 1 and 3</p>
Print Awareness	
<p>Teachers work to help students develop an understanding of the conventions, purpose and functions of print.</p> <ul style="list-style-type: none"> ▪ Basic print awareness skills to be mastered in the beginning stages of reading (Kindergarten and early Grade 1). 	<p>This component aligns to Reading Standards: Foundational Skills (K–5) which do not directly correspond to an Alaska Anchor Standard for Reading. The Foundational Skills support the learning of all the Reading Anchor Standards.</p>
Phonological Awareness	
<p>Teachers work with students to develop a conscious understanding that oral language is composed of individual sounds (i.e., phonemic awareness) to better understand letter-sound relationships, blend sounds into words, and segment words to spell.</p> <ul style="list-style-type: none"> ▪ Phonemic awareness skills to be mastered in the beginning stages of reading (kindergarten and early first grade). 	<p>This component aligns to Reading Standards: Foundational Skills (K–5) which do not directly correspond to an Alaska Anchor Standard for Reading. The Foundational Skills support the learning of all the Reading Anchor Standards.</p>

The Blueprint Content of Instruction (Grades K–5)	Corresponding Anchor Standard(s)
Letter Knowledge & Phonics	
Based on the identified needs of the learner, teachers provide students daily explicit and systematic instruction in word recognition that includes letter knowledge, letter-sound correspondence, sound-spelling patterns (e.g., digraphs, r-controlled vowels, etc.), blending, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar words in context and out of context.	This component aligns to Reading Standards: Foundational Skills (K–5) which do not directly correspond to an Alaska Anchor Standard for Reading. The Foundational Skills support the learning of all the Reading Anchor Standards.
Fluency	
Teachers model oral reading in a fluent manner while reading aloud to children. Teachers build student reading fluency (i.e. reading with sufficient accuracy, rate and expression to support comprehension) by providing extensive reading opportunities with manageable texts, and with activities such as auditory modeling, Readers Theatre, and repeated readings.	This component aligns to Reading Standards: Foundational Skills (K–5) which do not directly correspond to an Alaska Anchor Standard for Reading. The Foundational Skills support the learning of all the Reading Anchor Standards.
Comprehension	
Teachers provide all students explicit and systematic instruction and opportunities to practice the use of comprehension strategies with narrative text by creating opportunities for the following activities: <ul style="list-style-type: none"> ▪ Retelling stories. ▪ Identifying main idea and supporting details. 	Reading Anchor Standard 2 Speaking and Listening Anchor Standard 2
<ul style="list-style-type: none"> ▪ Using information gained from illustrations and print or digital text to understand characters, setting, or plot. 	Reading Anchor Standard 7
<ul style="list-style-type: none"> ▪ Comparing and contrasting characters, settings, or events in a story. ▪ Visualizing characters, events, or settings in a story. ▪ Inferring characters' motivations from their actions. 	Reading Anchor Standards 3 and 9 Writing Anchor Standard 3 Speaking and Listening Anchor Standard 4
<ul style="list-style-type: none"> ▪ Asking and answering critical questions while reading.** 	Reading Anchor Standards 1 and 4 Speaking and Listening Anchor Standard 2
Teachers facilitate structured, purposeful high-quality discussion of the meaning of text.	Speaking and Listening Anchor Standard 1
Teachers provide all students explicit and systematic instruction and opportunities to practice the use of comprehension strategies with informational text by <ul style="list-style-type: none"> ▪ Using table of contents, glossaries, and other text features. 	Reading Anchor Standards 5 and 7 Language Anchor Standard 4
<ul style="list-style-type: none"> ▪ Identifying the main idea and supporting ideas. 	Reading Anchor Standards 2, 6 and 9 Writing Anchor Standard 2 Speaking and Listening Anchor Standard 2
<ul style="list-style-type: none"> ▪ Using knowledge of key academic vocabulary to clarify tasks (words such as analyze, interpret, classify, compare, synthesize, persuade, solve). 	Reading Anchor Standard 4 Language Anchor Standard 6

**This subbullet was reordered from the Blueprint to facilitate grouping the three subbullets in the previous section of the chart together.

The Blueprint Content of Instruction (K–5)	Corresponding Anchor Standard(s)
Comprehension	
<ul style="list-style-type: none"> ▪ Working with multiple texts and evaluating the relevance and credibility of sources. 	Reading Anchor Standards 6, 8, and 9 Writing Anchor Standard 9
<ul style="list-style-type: none"> ▪ Interpreting information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages). 	Reading Anchor Standard 7
<ul style="list-style-type: none"> ▪ Asking and answering critical questions while reading. 	Reading Anchor Standard 1 and 4 Speaking and Listening Anchor Standard 2
<ul style="list-style-type: none"> ▪ Monitoring their own comprehension as they read and adjusting their use of comprehension strategies as needed. 	
Teachers provide all students with opportunities to develop listening comprehension skills.	Speaking and Listening Anchor Standards 2 and 3
Educators establish a plan to support students in reading a wide range of materials in and outside the school day.	Reading Anchor Standard 10
Writing	
Teachers provide explicit instruction in the conventions of standard English language grammar and usage, as well as appropriate capitalization, punctuation and spelling for writing in different contexts.	Writing Anchor Standard 5 Language Anchor Standards 1, 2, and 3
Teachers provide systematic and explicit instruction in writing strategies and the writing process, including prewriting, planning, drafting, editing/revising, and publishing.	Writing Anchor Standard 5
Teachers provide explicit guidance in the structures and expectations for writing in different genres and subject areas.	Reading Anchor Standard 5 Writing Anchor Standards 1, 2, and 3
Teachers provide explicit instruction in evaluating print and digital sources of information and synthesizing learning from multiple sources into a single piece of writing.	Reading Anchor Standard 7 Writing Anchor Standard 8
Teachers provide explicit instruction in summarizing text in written form and in synthesizing of learning from multiple texts into a single piece of writing.	Reading Anchor Standards 2 and 9 Writing Anchor Standards 7 and 8 Speaking and Listening Anchor Standard 2
Teachers provide collaborative writing opportunities in which students work together to plan, draft, revise, and edit their compositions.	Writing Anchor Standards 5, 6, and 7
Teachers assign students specific reachable product goals for the writing they are to complete.	Writing Anchor Standards 4 and 10
Teachers explicitly teach the use of word processing and publishing applications. Teachers use computers and word processors as instructional tools to allow students to produce legible text; add, delete, and move text; format documents; and check spelling.	Writing Anchor Standard 6