

Curriculum Alignment

Alaska Standards for Reading – Grade 11-12

Standard	Essential Skills	Sequence and Duration	Sample Teaching Strategy/Possible Integration	Resources and Text:	Dist./State Assessments
3.2.1 Rehearsing and reading aloud with expression from a variety of genres to an audience (L)	Rehearsals Oral interpretation Print conventions	Required across the curriculum and across grade levels*	Students will rehearse and read aloud smoothly and with expression, giving attention to authors' grammatical style, and to the mood of piece.		
3.2.2 Giving an oral formal presentation (e.g., research reports, literature responses) (L)	Oral formal presentation Multi-media presentation	Required across the curriculum and across grade levels*	Students will give a prepared presentation smoothly and with expression		
4.1.1-2, 4 Using appropriate strategies when encountering unfamiliar words or phrases.	Strategies: Sounds Word structure Syllables Derivational roots and affixes Context clues Dictionary skills Thesaurus skills Syntax/word order Semantics/word choice Multiple meanings Content-specific vocabulary/jargon Dialectical English Idiomatic expressions Literary allusions	Q1: sounds, word structure, syllabication, derivational roots and affixes Q2: context clues, dictionary skills, thesaurus skills Q3: syntax, word order, semantics/word choice, dialectical English, idiomatic expression Q4: multiple meanings, content-specific vocabulary/ jargon, connotation/denotation	Students will determine the meaning of unfamiliar words in text by using knowledge of word structure and cultural derivations, clues provided by the reading passage, references to other literary works, syntax, or semantics. In addition, students will determine the meaning of unfamiliar dialectical or idiomatic expressions and the denotations/connotations of unfamiliar words and phrases.		

	Connotation/ Denotation				
4.1.3 Understanding complex relationships among words including synonyms, antonyms, homonyms/homophones, shades of meaning, analogies (L)	Synonyms Antonyms Homonyms Homophones Analogies	Q1-2: homonyms, homophones, synonyms/antonyms Q3-4: analogies	Students will understand the relationships among synonyms, antonyms, homonyms (words that sound alike but have different meanings), homophones (words that are pronounced the same but differ in meaning and spelling).		
4.1.5 Self-monitoring and self-correcting while reading (L)	Self-monitoring and self-correcting: Rereading Adjusting reading pace Sub-vocalizing Consulting resources Questioning Flexible note taking/mapping Skimming/scanning	Required across the curriculum and across grade levels*	Students will demonstrate awareness of own reading comprehension by making needed adjustments.		
4.2.1 Restating and summarizing main ideas or events, in correct sequence, after reading a text or identifying accurate restatements and summaries of main ideas or events or generalizations of a text	Reading comprehension strategies Paraphrasing Restatement Summarizing Sequencing Outlining	Q1: Reading comprehension strategies Q2: Paraphrasing and restatement Q3: Summarizing and sequencing Q4: Outlining	Students will use appropriate reading comprehension strategies such as story-mapping, bubble charts/graphs, charting, etc. Students will restate or paraphrase the main ideas or events in correct order. Students will summarize the main ideas by identifying the most important topics in a few words. Students will identify correct		

			restatements and text summaries.		
4.2.2 By making inferences and/or drawing conclusions within a text, across texts or other summarized information	Strategies for making inferences and connections from literature as well as charts, graphs, tables and illustrations	Required across the curriculum and across grade levels*	Students will make inferences and reach logical conclusions from information within the text(s)		
4.3.1 Identifying or explaining the main ideas in various types of texts	Strategies for identifying and explaining main ideas in literature as well as charts, graphs, tables and illustrations	Required across the curriculum and across grade levels*	Students will identify or describe main ideas.		
4.3.2 Locating information in narrative or informative text to answer questions related to main ideas or key details	Active reading strategies	Required across the curriculum and across grade levels*	Students will answer questions about the main ideas or important details when the answers are directly stated.		
4.3.3 Comparing/contrasting the main ideas or concepts between related texts	Compare Contrast	Required across the curriculum and across grade levels*	Students will differentiate between related texts by comparing or contrasting main ideas. Students will draw conclusions about how the similarities and differences between main ideas and concepts affects the works' overall meanings.		
4.3.4 Explaining connections among main ideas/concepts (text to	Connections	Required across the curriculum and across grade levels*	Students will describe or establish connections, similarities and differences between texts, texts and themselves,		

self, text to text, text to world) (L)			and texts to the larger world.		
4.3.5 Locating and using evidence from texts to assess the validity of an author's main ideas (e.g., is the reasoning logical) and adequacy of support (e.g., is there enough supporting evidence)	Validity of ideas Adequacy of support	Required across the curriculum and across grade levels*	Students will analyze the strength and soundness of an author's ideas and supporting evidence using evidence from the text.		
4.3.6 Using evidence from the text to evaluate the power, logic, reasonableness, and audience appeal of arguments.	Bias and propaganda Emotional effects of words and sentence structure Logical arguments	Required across the curriculum and across grade levels*	Students will analyze and defend the strength, logic, reasonableness, and audience appeal of persuasive arguments using evidence from the text		
4.4.1 Reading, understanding, and applying multi-step directions to perform complex procedures and tasks	Multi-step directions Complex procedures and tasks	Q3: Test-taking strategies	Students will accurately interpret multi-step directions to perform complex procedures and tasks.		
4.4.2 Identifying the sequence of steps in a list of directions	Sequencing	Q3: Test-taking strategies	Students will identify what needs to be done for each step and the appropriate order of each step.		
4.5.1 Reading a wide variety of genres and exploring the use of literary devices in them	Genres Non-fiction Autobiography Biography Historical documents Letters, journals,	Read and respond appropriately to the following: Q1: short stories, letters, journals/diaries, memoirs, etc. Q2: non-fiction,	Students will identify and analyze the characteristics of nonfiction and fiction genres and the specific effect the text has on the reader by recognizing the literary elements and conventions of each.		

	memoirs Technical writings Fiction Poetry Short story Novel Drama	historical documents, auto/biographies, etc. Q3: novels Q4: drama and poetry			
4.5.2 Analyzing the use of literary devices appropriate to genre to analyze literary works and nonfiction	Repetition Time sequence Personification Simile/Metaphor Foreshadowing Imagery Symbolism Allusion	Q1: repetition and time sequence Q2: personification, simile/metaphor Q3: foreshadowing, imagery Q4: symbolism, allusion	Students will identify the type of literary element used in a phrase or sentence (e.g., identifies a simile) and analyze the purpose the literary element serves.		
4.5.3 Evaluating the intended effects of the author's use of conventions and techniques of genres on the reader	Literary conventions Inference Irony Hyperbole Imagery Multiple levels of meaning	Required across the genres and grade levels**	Students will analyze the effect of literary conventions and techniques using evidence from the text.		
4.6.1 Identifying or describing or making logical predictions about (citing evidence and support from text) the work	Plot Setting Characters Point of view Theme Tone Symbolism	Required across the genre and grade levels**	Students will identify, with evidence from the text, about plot, setting, character, point of view, theme and tone. Students will describe, with evidence from the text, about plot, setting, character, point of view, theme and tone. Students will make logical predictions		

			<p>with evidence from the text about plot, setting, character, point of view, theme and tone.</p> <p>In addition, students will make predictions about plot, setting, character, point of view, theme as well as symbols within the text.</p>		
4.6.2 Comparing and contrasting literary elements and devices in a variety of works by a variety of authors	Compare and contrast Literary elements and devices Author	Required across the genre and grade levels**	Students will compare and contrast how different authors use literary devices for varied purposes.		
4.6.3 Analyzing and evaluating the importance to the story of plot, setting, character, point of view, and theme	Plot Setting Character Point of view Theme	Required across the genre and grade levels**	Students will analyze and evaluate the role plot, setting, character, point of view, and theme have in a literary work.		
4.6.4 Citing evidence from the text to analyze and evaluate the author's intent for utilizing literary elements, devices and tone	Literary elements and devices	Required across the genre and grade levels**	Students will evaluate or analyze the intended effect on the reader through the use of literary elements and devices using evidence from the text.		
4.7.1 Identifying bias/propaganda by citing textual evidence	Bias Propaganda Citing textual evidence	Required across the curriculum and across grade levels*	Students will identify the author's point of view or bias when implied rather than directly stated using textual evidence.		
4.7.2 Analyzing author's purpose or implication by citing textual evidence	Purpose: Narrate Inform Entertain	Required across the genre and grade levels**	Students will identify or analyze the author's purpose using textual evidence.		

	Explain Persuade Implication/ inferred meaning		In addition, students will identify authors' purpose when the meaning is implied or inferred.		
4.8.1 Analyzing and evaluating evidence within the text to identify an author's theme	Theme	Required across the genre and grade levels**	Students will identify the author's theme by analyzing and evaluating evidence from the text.		
4.8.2 Analyzing and evaluating textual evidence to make thematic connections between texts	Thematic connections	Required across the genre and grade levels**	Students will link themes between texts by analyzing and evaluating evidence from the texts.		
4.8.3 Analyzing and evaluating thematic connections between texts related to personal experiences, the experience of others, prior knowledge, and the broader world of ideas (L)	Personal connections	Required across the genre and grade levels**	Students will analyze and evaluate themes in one text to similar themes in other works, own experiences, other people's experiences, and the world of ideas.		
4.9.1 Comparing and contrasting cultural events, ideas, settings, and influences in one story or text across other similar stories or texts in other cultures (L)	Culture	Required across the genre and grade levels**	Students will compare and contrast details that are specific to certain cultures or time periods in a text to details that are specific to other cultures or time periods.		
4.9.2 Analyzing the effects of historical or cultural influences/events on texts (L)	Historical or cultural influences/events	Required across the genre and grade levels**	Students will analyze how historical or cultural influences or events affect texts.		

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*Connotes that each of these essential skills are reinforced for each reading selection assigned in all content areas (Content Literacy).

**.Connotes that each of these essential skills are reinforced for each reading selection assigned in English.