

*Alaska Anchor Standards for Writing Grades K-12*

The K-12 grade-specific standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the anchor standards below by number. The grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

**Text Types and Purposes**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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.
3. Use narrative writing to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## Text Types and Purposes – Progression of Standard 3

Kindergarten	Grade 1:	Grade 2:
<p><b>3.</b> Use a combination of drawing, dictating, and writing to narrate a real or imagined event or several loosely linked events, tell about the events in the order in which they occurred, and provide an ending or a reaction to what happened.</p>	<p><b>3.</b> Use narrative writing to recount two or more real or imagined sequenced events, include some details regarding what happened, who was there, use linking words to signal event order, and provide an ending.</p>	<p><b>3.</b> 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>
Grade 3:	Grade 4:	Grade 5:
<p><b>3.</b> Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques, and clear event sequences.</p> <p>a. Establish a context or situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description and elaboration, and concrete and sensory details to describe actions, thoughts, and feelings and to develop experiences and events showing the response of characters to situations or problems.</p> <p>c. Use transitional words and phrases to signal event sequences.</p> <p>d. Provide a sense of closure.</p>	<p><b>3.</b> Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques and clear event sequences.</p> <p>a. Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description and elaboration, and concrete and sensory details to describe actions, thoughts, and motivations and to develop experiences and events showing the responses of characters to situations, problems, or conflicts.</p> <p>c. Use a variety of transitional words and phrases to develop the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details, and elaboration to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p><b>3.</b> Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques and clear event sequences.</p> <p>a. Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description and elaboration, concrete and sensory details, literary devices, and pacing to describe actions, thoughts, and motivations and to develop experiences and events showing the responses of characters to situations, problems, or conflicts.</p> <p>c. Use a variety of transitional words, phrases, and devices to develop the pacing and sequence of events.</p> <p>d. Use concrete words and phrases, sensory details, and elaboration to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>

Grade 6:	Grade 7:	Grade 8:
<p><b>3.</b> 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 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 convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p><b>3.</b> 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>	<p><b>3.</b> 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, description, and reflection, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</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>
Grade 9-10:		Grade 11-12:
<p><b>3.</b> Use narrative writing to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>		<p><b>3.</b> Use narrative writing to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>

## Text Types and Purposes – Progression of Standard 1

Kindergarten	Grade 1:	Grade 2:
<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</p>	<p>1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion or preference, supply a fact or reason for the opinion, and end with a sentence that restates their opinion related to a feeling or emotion.</p>	<p>1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide one or more concluding sentences that restate or paraphrase their opinion.</p>
Grade 3:	Grade 4:	Grade 5:
<p>1. Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists fact- or text-based reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Link opinion and reasons using words and phrases (e.g., <i>because</i>, <i>therefore</i>, <i>since</i>, <i>for example</i>).</p> <p>d. Provide a concluding statement or section that reinforces or restates the opinion.</p>	<p>1. Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons and information</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., <i>for instance</i>, <i>in order to</i>, <i>in addition</i>).</p> <p>d. Provide a concluding statement or section that reinforces or restates the opinion presented.</p>	<p>1. Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>, <i>most of all</i>).</p> <p>d. Provide a concluding statement or section that reinforces or restates the opinion presented.</p>

Grade 6:	Grade 7:	Grade 8:
<p><b>1.</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons 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 clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p>	<p><b>1.</b> 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>	<p><b>1.</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from 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), counterclaims, 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>
Grade 9-10:	Grade 11-12:	
<p><b>1.</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p><b>1.</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	

## Text Types and Purposes – Progression of Standard 2

Kindergarten	Grade 1:	Grade 2:
<p><b>2.</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p><b>2.</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p><b>2.</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or one or more concluding sentences that emphasize their most important point or focus.</p>
Grade 3:	Grade 4:	Grade 5:
<p><b>2.</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include labeled or captioned visuals when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, details, and explanations that support the focus.</p> <p>c. Use linking words and phrases.</p> <p>d. Provide a concluding statement or section that paraphrases the focus of the text.</p>	<p><b>2.</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting, labeled or captioned visuals/diagrams, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information/explanations and examples that support the focus.</p> <p>c. Link ideas within categories of information using words and phrases</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section that paraphrases the focus of the text or explanation presented.</p>	<p><b>2.</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, labeled or captioned visuals/graphics, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples that support the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section that paraphrases the focus of the text or explanation presented.</p>

Grade 6:	Grade 7:	Grade 8:
<p><b>2.</b> 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; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics 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 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 the information or explanation presented.</p>	<p><b>2.</b> 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, graphics, 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>	<p><b>2.</b> 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 into broader categories; include formatting, graphics, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied 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>
Grade 9-10:		Grade 11-12:
<p><b>2.</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>		<p><b>2.</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>

## W 4.2

### Standard:

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic clearly and group related information in paragraphs and sections; include formatting, labeled or captioned visuals/diagrams, and multimedia when useful to aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information/explanations and examples that support the focus.
- Link ideas within categories of information using words and phrases.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section that paraphrases the focus of the text or explanation presented.

### Anchor:

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

### Essential Skills/Concepts:

- ☐ Know the difference between writing text to inform or explain
- ☐ Know how to write a topic sentence.
- ☐ Chose facts, definitions, quotes, examples to add to the writing
- ☐ Know how to organize related information into paragraphs or sections.
- ☐ Know how titles, headings, and subheadings function and how they are formatted
- ☐ Use linking/transitional words to group ideas within categories
- ☐ Know semantic differences in words that lead to precise and specific language
- ☐ Know how to conclude by using a statement

### Academic Vocabulary

Inform	Vocabulary
Explain	Section
Topic	Domain
Conclude	Group/Categorize
Specific	Media
Precise	Illustrator

### Teaching Notes/Strategies: (For Teacher Use)

### Question Stems:

- ✓ Are you writing to inform or explain?
- ✓ What is your topic?
- ✓ What will be your topic sentence
- ✓ Can you organize your ideas using a cluster web?
- ✓ How will you finish your writing?
- ✓ Is there another word you can use?
- ✓ Let's brainstorm another way to say that.
- ✓ Where are your examples, definitions and details?
- ✓ What do others say about your topic? Can you include a quote from the information?
- ✓ Are there illustrations, or other media you can use as a source to make your text easier to understand?

## W 3.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic and group related information together; include labeled or captioned visuals when useful to aiding comprehension.
- Develop the topic with facts, definitions, details, and explanations that support the focus.
- Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
- Provide a concluding statement or section that paraphrases the focus of the text.

## W 5.2:

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, labeled or captioned visuals/graphics, and multimedia when useful to aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples that support the topic.
- Link ideas within and across categories of information using words, phrases, and clauses.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section that paraphrases the focus of the text or explanation presented.



# Narrative Writing Samples

**Narrative**  
**Grade 5****Tooth Trouble**

“Charlie if you don’t like your oatmeal just tell me and I’ll get you some cereal.” Mom said looking over the table with a puzzled face.

Her daughter, Charlie, short for Charlene was chewing her favorite food slowly and carefully and she was making a funny face. Charlie’s twin sister, Tess was doing the same thing. “We like oatmeal, but we don’t want to disturb them.” said Tess.

“Disturb who?” asked Aaron, their older brother. He shook his curly black hair and looked strangely at Mom. She looked back and shrugged.

Tess and Charlie threw back their tiny red cropper heads and showed their teeth. They each wiggled one and smiled. “Looth tooth.” said Aaron getting up from the table and putting on his backpack.

“Looth tooth.” said Tess and Charlie at the same time. They were walking out the door with Aaron to catch the bus. Mom followed them out the door and got into the car to go to work.

“Bye kids, see you after school!” called Mom backing out of the driveway.

On the bus Charlie and Tess decided to tell their best friend Molly first about their teeth. When they got to school they ran into kindergarten room faster than Aaron could run to the eighth grade room. In the classroom they met the very person they wanted to see, Molly Stagburn.

“Molly! Molly, guess what?” yelled the twins.

“What?” said Molly.

“We have loose teeth!” said the twins with a big smile. A look of horror spread across Molly’s face.

“Oh, no!” she said.

“My big brother Zack said that when one tooth comes out the rest come out too. He knows everything because he’s almost in third grade.” Tess and Charlie almost cried.

At snack they only ate one cracker each, and at lunch they decided not to eat at all.

After lunch, their teacher, Mrs. Tellen noticed they were looking sort of pale.

“Charlie, Tess, are you feeling all right?”

“No,” they replied.

“Oh dear, I suppose I should call your mother,” she sighed and walked over to the phone.

Half an hour later the twins found themselves in the back of their mothers car.

“Girls, I would like you to tell me what made you sick. Was it something you ate?” Charlie and Tess looked at each other.

“Actually Mom, we haven’t eaten all day,” said Tess.

“But you told me what you wanted. Did you change your minds?”

“No. but we didn’t want all our teeth to fall out.”

“What did Aaron tell you this time?” Mom asked remembering the time Aaron had told them that if you ate bananas, monkeys would fly out your ears. “It wasn’t Aaron this time. Molly’s brother said that if one tooth comes out the others come out too,” said Tess as they pulled into the driveway.

“Molly’s brother has a grapenut for a brain.” Mom joked.

When they were inside the house, Mom put them on schools and gave them each apples. Almost emediatly they forgot about their teeth and ate.

“Now you listen to me. All your teeth are not going to fall out. the only way that would happen would be if Aaron punched you hard enough. If that happend I would take you to the dentist to have him look at your teeth, and I would ground Aaron for 20 years,” Mom said softly.

“Hey my tooth came out!”

“Mine too!” Charlie and Tess yelled together.

“See, I told you Zack was wrong. Next time don’t listen to Molly,” said Mom.

Charlie and Tess looked at Mom and smiled. They both had big gaps in their smiles.

**Narrative  
Grade 11****All The Roads to Kansas**

I was six years old when my mother ran off with the pizza delivery boy. She sent a note in the mail to my grandmother that read, “Katie’s at home. Needs food and clothing. Jane.” Gramma drove the one-thousand-seven-hundred-twenty miles from Kansas to pick me up, pulling into the trailer lot in her blue, wood-paneled station wagon, slamming the car door behind her. I was sitting in a rusty hubcap on the front lawn, my chin cupped in my palm and my heart thundering wildly when she said, “Well, I’m here.”

She wore a pink silk handkerchief around the beehive of her blue-tinted hair, a paisley mu-mu and orange scuffs on her feet. Red, plastic-rimmed glasses hung from the chain around her neck and a cigarette dangled from the corner of her pink-painted mouth. She was terrifying.

She was perfect.

She crossed the front lawn without saying a word, opening the door to the trailer as she looked back, once, for me to comply. I followed her, remaining stubbornly, apprehensively, at the front door. She bustled around the house, bundling up all my clothes and tying them with a piece of twine she found heaped in the back of her Buick. Before she decided it was time to leave, she trussed me up in my snow gear, explaining tersely, “Its cold in Kansas this time of year.”

I had been sifting inside the trailer, alone, for three days. Leaving for Kansas was the most spectacular adventure I could imagine, so wondrous I could barely believe it was real. She hauled me into the Buick, grunting at the dead weight of my tense body, and we sat on the leather bench seat of her car as she let it idle in the lot. She was flicking cigarette ashes out the open window when I mustered up the nerve to pinch her, just to make sure I wasn’t dreaming.

“What--?” she narrowed her gaze at me, dragging on the cigarette so the tip gleamed in a bright orange “O” between her lips.

“You’re real,” I whispered in wonder.

“As much as you are,” she huffed, tossing the cigarette from the car and cranking up the window. “Just don’t make a habit of pinching people to test out that theory, ‘kay, Sugar?” She rammed the car into reverse

and sped away from the lot. The pieces of my childhood were fading as fast as the scenery, and yet I was filled with a sense of bone-deep elation. For the first time in three days, I smiled.

I saw Gramma cut a look at me out of the corner of her eye, and nod. She glanced back at the road when she pulled the slip of paper from her pocket, and said, “It’s all you’ve got of your momma, so I figured you’d want to keep it.”

I was six, and I couldn’t read the words my mother had hastily scrawled on a grocery receipt, but I kept that piece of paper fisted in my hand all along the roads to Kansas. “Gramma,” I whispered after a few hours, barely awake and suddenly terrified, “are you ever gonna bring me home.”

I could see her eyes in the passing lights of oncoming cars, watching them fill up with giant, watery tears, saw them go soft and achy. “Oh, Katydid,” she murmured gently, reaching out in the darkness to clutch the fist that held my mother’s letter. “We’re getting there.”

Opinion/  
Argument  
Writing  
Samples

**Argument/Opinion**  
**Grade 7**

**The Fight for Education**

*I ran as fast as I could. I could see my destination just ahead of me. Just a little further, I kept saying to myself, just a little further and I will have made it to the land of the free and the home of the brave, the land of opportunity.*

*Diego finally got to his destination. He had gotten to America without getting caught. Now he could get the education to become a mechanic.*

Like Diego, many illegal immigrants come to America every day for a better life and a better education. Whether these illegal immigrants should get the education they came for is very controversial in today's economy. Some Americans think that illegal immigrants shouldn't be eligible for instate tuition, but other Americans think that these illegal immigrants should be eligible for instate tuition. I am one who thinks that illegal immigrants should be eligible for instate tuition.

One of the most important arguments is that illegal immigrants pay taxes. By buying goods in America they are paying sales taxes, and in April most file and pay their [income] taxes. In fact, illegals pay about nine billion dollars in [Social Security] taxes every year. Where do these taxes go? They go to lowering the cost of instate tuition, making it so affordable today. So why shouldn't the illegal immigrants be eligible for instate tuition when they are helping to lower the price of the tuition?

Another important argument is one that our forefathers set forth to make a better nation. "We hold these truths to be self-evident, that all men are created equal...and hold unalienable rights, among these are life, liberty, and the pursuit of happiness." If we are truly equal, then illegal immigrants deserve the same rights as we do for instate tuition.

However, some Americans say that illegal immigrants don't deserve instate tuition because they are sending money back to their home country and families. But we do not know how much money they are actually sending back, and besides, this helps spread the money around. It may even help a foreign country to get out of poverty. This could actually stop more illegal immigrants from coming to America because they would be stable enough from the

money that is being sent to them so that they don't need to look to the land of opportunity for a job.

In conclusion, illegal immigrants should be eligible for instate tuition so, like Diego, they can follow their dreams. If you ever have to take a side on this issue, I hope you will consider mine.



**Argument/Opinion**  
**Grade 10****Keep On Reading**

On the first day of school, the students walk into the classroom and see a book on every desk. The teachers happily greets them and tells everyone to sit at a desk with a book that seems interesting to them. The pupils tentatively sit down in their seats and look up at their young teacher for instructions, but she sits down and is soon deeply absorbed in her story, eyes shimmering in the light. The pupils gaze in wonder at her and slowly crack open their books. We've grown up reading, but not very often do we see a teacher who exemplifies reading. Reading is recurrently a forced activity. Therefore, people both young and old feel like they HAVE to read, and so it's only something they have to do for school or work. They don't see it as an amazing skill that will not only help with their futures but also a great hobby to enjoy in life. Continuing to silent read for at least the first ten minutes of every class is a very good idea.

The first reason why reading is class is a good idea is because it helps get some of our required silent reading done. Envision Anne, an active, sweet young lady who participates in sports and also plays a big part in the school play. The little time she spends at home every day is reserved for homework assignments and memorizing her lines. Time reading in class at school cuts down on the time Anne has to make in order to read. Reading is important to Anne but she knows she can't possibly read and make good reflections if she doesn't have the time to do so. Some people just don't have the time, so making them read more outside of school is like telling the workers of IBM to go play a football game every day- there's just not enough time outside of work and school.

There are people who say that silent reading doesn't help low level readers, but in reality, it actually helps a lot. James McNair has many techniques to help children better comprehend what they are reading. He says that children can get bored with reading if it has no meaning to them (i.e. when reading as a class, not everyone is on the same level, and therefore, the lower level readers are not as interested). Once a child discovers the wonders of reading, they are sure to come across words they don't know (2). When this happens, silent reading will surely help because they can go over words they do know, and learn as they go. This really helps since classwork reading may be harder for lower level readers and they have many words they don't understand as opposed to learning a couple new words a day. They need practice in order to read better so if students are not surrounded by reading then they will not get better. In a research evaluation by Chow & Chou, 9<sup>th</sup> grade students were allowed 10 minutes each day to silent read and improved their

reading skills by the end of the year (4). This is solid proof that having time to read in class is a benefit to everyone.

Silent reading is not only fun, it paves way for tests – no one is allowed to read out loud or have questions read to them during a test. All tests require you to read at least questions. This doesn't include the rereading you need to do when you write essays for a test, an example being the NECAPs. Based on the National Center for Educational Statistics of 2008, reading is one of the few factors that can be the big change in test scores. The more you practice reading, the more enhanced your vocabulary gets. This helps not only the reading part, but also the writing parts, most importantly on standardized tests. Getting students to read in school ensures at least some practice for the testing that the United States schools have for students.

Not only is silent reading useful, it allows students to choose what they want to read, which in turn can help their future. Too frequently, class discussions are based on books that the teacher selects for their students to read. Students may get bored of always having their choices made for them and some even take it for granted and can soon forget how to deal with life on their own. KC, an avid reader, agrees: "Picking your own books allows you to be more prepared for real life, not just a classroom where decisions are typically made for you". By having the choice to find their own books, students become more independent in the process. School prepares them for life, but their choices prepare them for their future.

Silent reading during school hours has been a widely argued situation in many school districts of the world. We should continue to have silent reading for at least ten minutes every day, especially because of Winooski High School's Tier 1 situation. Our school officials say that our NECAP scores are getting lower and require more structure to help fix it. If that's the case, then silent reading could only help raise the scores reading well is a big part of the NECAPs, not only when we read the essays but also to read the questions that accompany them. Having a good knowledge of reading and reading strategies will help our school and a good start to getting there is through silent reading.

#### Sources

McNair, James. "Helping Children to Comprehend Faster For Better School Achievements". May 22 2009. *Ezine Articles*. March 10 2011 <http://ezinearticles.com/?Helping-Children-to-Comprehend-Faster-For-Better-School-Achievements&id=2381196>

Informative/  
Explanatory  
Writing  
Samples

**Informative/ Explanatory**  
**Grade 3**

**the Abenaki**

The Abenaki lived in Vermont in the early 1600. The Abenaki are a group of native people. They lived here much before you and me they learned how to dell with the land. There were no houses no electricity not even heating the land had hills moutain lots of trees rivers. Vermont's land affected the early Abenaki's housing and their food.

Vermont's land affected the Abenaki's housing. The Abenaki used young trees to build their houses. They cut it down and then bent it into a round roof. This kept the Abenaki warm in the winter because the roof kept the warmth in. Vermont's land also had lots of animals. They skinned the animals and took their sinews the sinews held held the saplings together. This helped the Abenaki people keep their houses stable. Vermont's land also had lots of trees. They used the bark from the trees to tie on the frame like singles. That helped the Abenaki the rain out so they staid dire all the time. The Abanaki's housing was greatly affected by the land.

Not only dose the land affect the Abenaki's housing but it also affected the Abenaki's food to. The Abenaki women picketed seeds in the forest. Then they planted them in some fresh soil. This helped the Abenaki because they had their own gardens and they planted seeds and soon they had food. Vermont's land also had alot of fish. They killed the fish and the dead fish helped fertilize the soil. That gave the Abenaki extra food. Vermont's land also had abundant wild life. The Abenaki fished and hunted game. All of the fresh meat was shard among the whole village to keep everybody strong. The Abenaki's food supply was affected by the land.

Vermont's land affected the early Abenaki's housing and their food. The land seems to be a tough place to live but the Abenaki respected the land and only took what they needed and the land gave them what they needed.

**Informative/Explanatory**  
**Grade 9-10**

**The Secret Communication of Wolves**

A long piercing howl shatters the quiet night of a northern forest. The howl grows into a chorus of yelps and barks, and the valley echos to the chilling sound. The leader of the pack starts the noise, while other pack members, as well as other wolf packs, join in (O'Toole 22).

Among wolves, communication is a very highly developed skill. For instance, the howl of the pack leader has many different meanings. Most of the time a lone howl is a warning for other packs. It tells them to stay away, for there are many young to be protected and food to be guarded (O'Toole 23). A howl can also be a way of marking their territory. Many wolves howl when they feel another pack is too close. Some wolves howl when they are lost or trying to find another member of the pack. Most wolves use this howl at least once a day to locate missing pups or other pack members (Primate).

To wolves, the territory that they occupy (the territory of some packs may cover 20-120 square miles) is like a house to a human being. They feel that they must protect it all times, and, other packs must not trespass. Neighboring packs may share up to a mile of territory, but rarely will they share more than that (Primate). All wolves know that if they run through another pack's territory, they run the risk of being killed (Primate). In addition, wolves mark their territory by scent (mostly urine). This helps all wolves know where their territory begins.

Like humans, the wolf has three main avenues of communication, postural (body language); vocal (the howl or snarl); and olfactory (scent) (Wolfhaven). The scent is the most commonly used, and probably the most important. Besides marking territory, it helps show food ownership, as well as acting as a road map for themselves. Wolves also have scent glands between their toes, which leaves their scent wherever they go (Primate).

Moreover, much communication is done through body language. Many postures have been evolved to reduce conflict and aggression among pack members. Facial expressions are the most obvious. Generally, bared teeth with ears erect and pointed back can indicate a threat by a dominant male (Wolfhaven). In contrast, a closed mouth, slitlike eyes, and ears

pulled forward (and close to their head) will most likely indicate subordinate behavior (Wolfhaven). Wolves also use their tail position to communicate emotion. Threatening wolves hold their tails high, almost perpendicular, while more submissive wolves lower themselves before dominant pack members. These lower class members often have their tails tucked between their legs (Primate). A wolf that has been defeated in a fight can avoid being attacked by its victorious companion by taking a posture similar to that of a pup begging for food (University of Oklahoma Press 91).

Wolves must communicate at all times when they are hunting. They have to work together to catch most of their food (due to the size of the food that they hunt). The concept that wolves use is called the “Pincer Attack” (Baily 91). When using the pincer attack, the pack splits in two groups and surround the prey (mostly deer, sheep, and other medium-sized mammals). One of the groups causes a diversion, while the other half ambushes the helpless prey. Wolves can move quickly and quietly. Many of them operate on stamina rather than on sudden bursts of speed (Baily 85). Because of the cooperation of the group, when it comes to hunting, the pack usually ends up victorious, and they have enough food for a couple of days. If they pack gets a big kill, then the leader will have the next strongest male guard the kill during the night to keep off other animals.

Like other animals, wolves communicate with a social ladder. They have one dominant male (usually the leader of the pack) (Primate). This wolf has many responsibilities. He has to make sure that all the other wolves don’t get out of line, and makes sure that there is harmony among the group. The pack leader does this by barking at the other wolves and fighting with the other males. Normally, the pack leader will not fight with the females of the pack unless it is necessary (Timberwolf). With the leader comes a dominant female. Together they are known as the breeding pair. These two are in charge of the pack, raising the young, selecting denning areas and rendezvous sites, capturing food, and maintaining the pack’s territory (Primate). These two wolves are also responsible for the offspring. Not many of the other wolves mate for offspring because that is the dominant pair’s job. Every year the dominant pair will produce one litter of pups. These pups take the place of the older wolves that are too old

to hunt. Because the pack is so close and they communicate all the time, many of the other female wolves help the dominant female with taking care of the young (Wolfhaven). The dominant female will assign each pup to an older female. This helps the other females learn how to be a mother, and it helps the dominant female so she can hunt and not have to worry about taking care of her young.

If only humans could communicate as well as wolves, today's society would be wonderful. Wolves' methods of communication are simple and usually resolve conflicts without violence. Wolves have been living together for many, many years so they must be doing something right. Maybe we can learn something from the wolves instead of trying to make them extinct.



*Alaska Anchor Standards for Speaking and Listening Grades K-12*

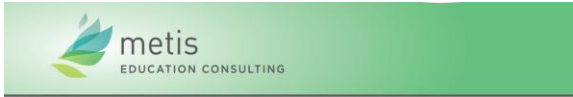
The K-12 grade-specific standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the anchor standards below by number. The grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

**Comprehension and Collaboration**

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.
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.

**Presentation of Knowledge and Ideas**

4. 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.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.



## Alaska School Leadership Institute

ELA Strand

May 2014



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# Welcome

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### Identity Artifact

- Locate an item on your person
- Round robin fashion, relate this to who you are as a leader
- No cross talk



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## How we will work together today....

- Direct Instruction from me
- **Experience** the work together
- Process with colleagues




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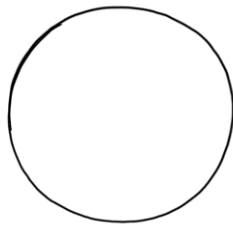
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## Chalk Talk Protocol



Record everything you  
know about the  
**Alaska Writing  
Standards**




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## Alaska Anchor Standards for Writing Grades K-12



### Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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.
3. Use narrative writing to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., for a range of tasks, purposes, and audiences).

Handout 1

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## Alaska Anchor Standards for Writing

- ✓ Text Types and Purposes (3) 
- ✓ Production and Distribution (3)
- ✓ Research to Build and Present Knowledge (3)
- ✓ Range of Writing (1)




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## Text Types and Purposes

1. Write arguments to support claims
2. Write informative/explanatory texts
3. Write narratives to develop real or imagined experiences or events




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## Production and Distribution of Writing

4. Produce clear and coherent writing (developed, organized, purposeful)—begins grade 3
5. Develop and strengthen writing as needed by planning, revising, editing, and rewriting
6. Use technology to publish writing




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## Research to Build and Present Knowledge

7. Conduct short and sustained research projects
8. Gather and integrate relevant information from multiple sources
9. Draw evidence from texts to support analysis, reflection, and research




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## Writing Standard #10—Range of Writing

- Writing routinely—extended and shorter time frames
- Writing for a range of discipline specific tasks, purposes, and audiences
- Writing to improve thinking and comprehension




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**Shifts** in writing instruction




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## What is the instructional shift?



- Increased emphasis through the grades on
  - Analysis of literary and informational texts
  - Argument and evidence
  - Informative/explanatory writing
  - Frequent short, focused research projects
  - Comparison and synthesis of multiple sources



- Decreasing emphasis through the grades on
  - Narrative, especially personal narrative

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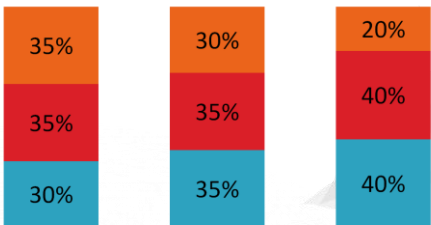
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## Balance of student writing parallels NAEP

■ Argument ■ Inform/Explain ■ Narrative



Elementary Middle High School

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In the Alaska ELA Standards, writing is treated as an equal partner to reading.




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### The Progression



Turning to a specific grade level and reading the descriptors for that grade may result in a feeling of being overwhelmed.



Read them horizontally, noticing the descriptors for each skill from one grade alongside the descriptors of the preceding grade. Note the new work that is added at each subsequent grade.



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## For Instance

- **K.3**
  - Narrate a single event
  - Provide a reaction to what happened
- **2.3 = K.3 + 1.3 +**
  - elaborate the event(s)
  - Include details for actions, thoughts and feelings
  - Provide closure




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The importance of the primary writing standards is not necessarily the expectations of each grade, but that all of the skills that are essential for high school students have their beginnings in the primary grades.




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## Our Sequence

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## Standard 3

Use narrative writing to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.




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## Important to Note

- The Alaska standards' expectations for narrative writing are ambitious
- The structure of the writing standards presents helpful learning progressions
- The standards emphasize skills a writer will need to know to write any type of text




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## Activity: Examine Writing Standard 3

- Review the progression of Standard 3.
- Note specific information that has implications for instruction. Where do significant changes occur in rigor and expectations for students?
- How do these expectations for what students should know and be able to do compare with your perception of current practice?

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## Standard 1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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Argument writing is a **big deal** in the Alaska Writing Standards.

Students' ability to write sound arguments on topics and issues is critical to college and career readiness.




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## Standard 1

The pace at which the opinion and argument standards develop is rigorous when you study them longitudinally.




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## Activity: Examine Writing Standard 1

- Review the progression of Standard 1.
- Note specific information that has implications for instruction. Where do significant changes occur in rigor and expectations for students?
- How do these expectations for what students should know and be able to do compare with your perception of current practice?



Handout 3

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## Standard 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.




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The Alaska Standards also expect that writers of informational texts will read informational texts differently, noticing the infrastructure to those texts, thinking about the structural decisions that authors have made.




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## What the Research Says

Student outcomes in science improve when they have opportunities to write in social studies and science. When students write more frequently, their scores on assessments improve.

~ Doug Reeves, 2000




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## What the Research Says

- Research on 130,000 students in 228 schools, with 90% eligible for free or reduced lunch
- Researchers looked at schools in which 90% of these students met or exceeded high academic standards.
- Results → These schools were characterized by an emphasis on informational writing across the school day.



Center for Performance Assessment, 2003

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## Activity: Examine Writing Standard 2

- Review the progression of Standard 2.
- Note specific information that has implications for instruction. Where do significant changes occur in rigor and expectations for students?
- How do these expectations for what students should know and be able to do compare with your perception of current practice?




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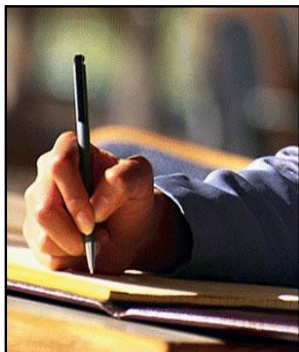
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Students won't achieve high levels of writing unless they get consistent instruction and practice, across the grades.




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### Consideration 1

When teaching a new and challenging type of writing, the demands of this are complicated enough. It is helpful to make other aspects of the writing less challenging.



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### Consideration 2

Ensure that writers have a variety of opportunities to write in a specific genre over short and long periods of time, receiving instruction and feedback along the way.



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### Consideration 3

Instruction in writing should be informed by the assessment of student writing.



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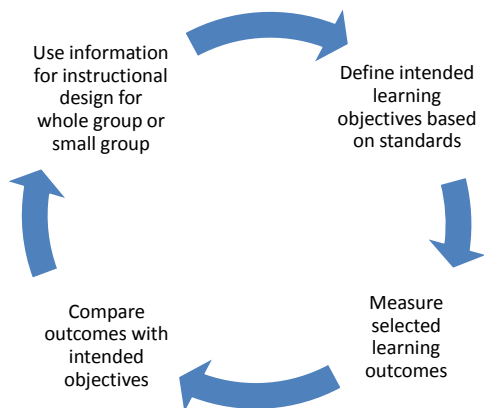
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## Resource for Educators

<p><b>W 4.2</b></p> <p><b>Standard:</b></p> <p>Write informative/explanatory texts to examine a topic and convey ideas and concepts clearly using relevant information from print and digital sources. Use appropriate media and technology to enhance the presentation of the content.</p> <p><b>Anchor:</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.</p>	<p><b>Essential Skills/Concepts:</b></p> <p>Know the difference between writing text to inform or explain.</p> <p>Know how to write a topic sentence.</p> <p>Use facts, definitions, quotes, examples to add to the writing.</p> <p>Know how to organize related information into paragraphs or sections.</p> <p>Use linking/transition words to group ideas within paragraphs.</p> <p>Know relevant terminology in words that lead to precise and specific language.</p> <p>Know how to conclude by using a sentence or section of related information or explanation.</p> <p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>Inform</li> <li>Explain</li> <li>Topic</li> <li>Conclude</li> <li>Specific</li> <li>Precise</li> <li>Vocabulary</li> <li>Section</li> <li>Details</li> <li>Group/Category</li> <li>Media</li> <li>Illustrate</li> </ul> <p><b>Question Stems:</b></p> <ul style="list-style-type: none"> <li>Are you writing to inform or explain?</li> <li>What is your topic sentence?</li> <li>What fact or quote are you using?</li> <li>Can you organize your ideas using a cluster web?</li> <li>How will you conclude your writing?</li> <li>Is there another word you can use?</li> <li>Let's brainstorm another way to say that.</li> <li>What are your examples, details and details?</li> <li>What do others say about your topic? Can you include a quote from the information?</li> <li>Can you be concluded by using a sentence or section of related information or explanation?</li> </ul>	<p><b>Teaching Notes/Strategies:</b></p> <p>(For Teacher Use)</p>
<p><b>W 3.2</b></p> <p>Write informative/explanatory texts to examine a topic and convey ideas and concepts clearly using relevant information from print and digital sources. Use appropriate media and technology to enhance the presentation of the content.</p>	<p><b>W 5.2:</b></p> <p>Write informative/explanatory texts to examine a topic and convey ideas and concepts clearly using relevant information from print and digital sources. Use appropriate media and technology to enhance the presentation of the content.</p>	<p><b>Handout 5</b></p>

## Your Task

- Read the student writing sample
- Use the Standard Progression handouts as a reference
- Work in pairs/triads to annotate the student writing sample by noting where the student work is aligned to the standard
- Discuss your findings with another pair




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### For Example

the Abenaki

3<sup>rd</sup> Grade-Informational

The Abenaki lived in Vermont in the early 1600. The Abenaki are a group of native people. They lived here much before you and me they learned how to dell with the land. There were no houses no electricity not even heating the land had hills moutain lots of trees rivers. Vermont's land affected the early Abenaki's housing and their food.

**Introduces a topic**  
by providing some  
context and stating  
a focus

Vermont's land affected the Abenaki's housing. The Abenaki used young trees to build their houses. If they cut it down and then bent it into a round roof. This kept the Abenaki warm in the winter because the roof kept the warmth in. Vermont's land also had lots of animals. They skinned the animals and took their sinews the sinews held the saplings together.

**Groups related information together**  
in paragraphs to  
organize each major  
part of the essay  
(housing, food)

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- Start with Standard 3

- Repeat task with  
Standard 1 and 2



Handout 6 - Packet

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## Debrief this Process

- Find a “New to You” Partner
- Discuss
  - How has the process of looking at authentic student work and aligning it to the writing standards increased your knowledge of the expectations at the classroom level?
  - How might this be beneficial to sites who are just at the full implementation stage with the Alaska ELA Standards?




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## Speaking and Listening




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Just as connections across the reading and writing strands exist, the Speaking and Listening Standards also mirror and support the development of the other ELA Standards.




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## Organization of the SL Standards



Alaska Anchor Standards for Speaking and Listening Grades K-12

The K-12 grade-specific standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the anchor standards below by number. The grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Comprehension and Collaboration

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.
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.

### Presentation of Knowledge and Ideas

4. 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.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English.

Handout 7

## Comprehension and Collaboration

These standards call for students to become skilled collaborators.



## Presentation and Knowledge of Ideas

These standards call for students to become skilled presenters and critics of other people's presentations.



## Media's place in the SL Standards

There is an expectation across grades that students become savvy consumers and creators of media.



Standard 2 and Standard 5




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## Implications for Instruction

Regard these standards as an invitation to explore, invent and pilot some new ideas.

- Plan for rigorous conversations between students
- Teacher is the facilitator, not the leader
- Engage students in the SL standards all day long




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## Integration of the Writing and Speaking and Listening Standards




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<https://www.teachingchannel.org/videos/brainstorm-persuasive-speeches>

How does Ms. Manley start the lesson by building off of students' prior knowledge? Why is this helpful?

What effect does using a model text have on understanding?

How does Ms. Manley design activities to allow for varied experiences with argumentative elements?



SL.8.3, ELA.W.8.1a

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## Leading the Effort

To lead implementation of the Alaska ELA Standards, school leaders will need to focus on building teacher capacity.




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## Resources




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## Achieve the Core

You are viewing a Teacher/Coach ▾ interested in ELA / Literacy ▾ for Grades K-12 ▾ [SAVE MY SEARCH ▸](#)

### Try This in Your Classroom

Tools and resources you can use tomorrow.

### The Big Picture

Understand what is different about the Common Core.

### Are You Doing the Core?

Specific guidance around the Common Core in planning and practice.

#### JUMP TO A SECTION

- Lessons
- Student Writing Samples
- Assessment Questions
- Curricular Tools
- Supporting All Students
- Professional Development

## Lessons

Common Core-aligned sample lessons with explanations and supporting resources.

## Student Writing Samples

Examples of student work aligned to the Common Core.

## NewsELA

NewsELA / Resources [ABOUT NEWSELA](#) [Sign up](#)

**NEWSELA** WAR & PEACE SCIENCE KIDS MONEY LAW HEALTH ARTS

Dec. 11, 2013, 12:00 p.m. — Service has been fully restored. Thanks for your patience!

### Link to new low...

American public believes of the gov after Congress got...

### Taking classes online to avoid school bullying

A growing number of students are attending online schools. For a number of these students, parents pulled them out of school because they were being bullied.

### Taking back the n...

A group of dark sky advocates can look up at the sky at night...

#### WAR & PEACE

### Whig Party stages a comeback, wants to bridge partisan divide

The party aims to strike out a middle ground between testing Republicans and Democrats, and rebuild Washington's gridlock that was ended in the governmental shutdown.

#### KIDS

### Small toy magnets are a lot more dangerous than they look, some warn

While playing with the little magnets, many kids put them in their mouths. Some even stick a magnet up their nose. There have been some serious health problems.

#### WAR & PEACE

### NSA spies on the virtual world too

U.S. and U.K. spy agencies are monitoring online games, according to reports based on documents leaked by former NSA contractor Edward Snowden.

## LearnZillion

LearnZillion **MATH** **ELA** **COMMON CORE** [Log in](#) [Sign up](#)

**Common Core navigator**

Math: Grades K-8 Math: High school **English language arts**

**Third grade**

Reading (Literature) (RI.3)	Writing (W.3)	Language (L.3)	Speaking and Listening (SL.3)	Reading (Informational Text) (RI.3)	Reading (Foundational Skills) (RF.3)
<ul style="list-style-type: none"> <li>Reading: "The Great Wall" (RI.3.1)</li> <li>Reading: "The Great Wall" (RI.3.1)</li> </ul>	<ul style="list-style-type: none"> <li>3rd grade: narrative writing responding to a narrative prompt (W.3.1)</li> <li>3rd grade: opinion writing responding to a persuasive prompt (W.3.2)</li> <li>3rd grade</li> </ul>	<ul style="list-style-type: none"> <li>Explain the function of nouns, pronouns, verbs, adjectives, and adverbs (L.3.1a)</li> <li>3rd grade: research reading and writing using resources and prior knowledge to</li> </ul>	<ul style="list-style-type: none"> <li>3rd grade: argumentative writing: crafting a persuasive speech (SL.3.2)</li> <li>Reading: "The Great Wall" (RI.3.1)</li> </ul>	<ul style="list-style-type: none"> <li>Reading: "The Great Wall" (RI.3.1)</li> <li>3rd grade: writing using text-based evidence: Responding to a researched resource question (RI.3.1)</li> </ul>	<ul style="list-style-type: none"> <li>Understand sentences and break words about syllables (RF.3.4)</li> <li>Decode: "The Great Wall" (RF.3.4)</li> <li>Understand, isolate, produce, and blend phonemes</li> </ul>

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### Speaking and Listening

We have organized our speaking and listening skills into three categories: Academic Discussions, In-Class Presentations, and Collaborative Activities.

To get started, identify the skills your students need to learn and select the skill category that meets your students where they are in their skill development.

Need more support? Natalie provides some tips **below** on how to get started.

Share

**TA (Teacher Assistant)**  
Teach Common Core with confidence and get your students ready for the new national standards.

**Get TA!**

**Academic Discussions**  
Engage students in academic discussions that promote analytical thinking, synthesis, and essential speaking and listening skills.

**In-Class Presentations**  
Explore with students effective ways to write and deliver formal and informal presentations to both large and small audiences.

**Collaborative Activities**  
Increase opportunities for students to speak and listen in a classroom with structured speaking and listening activities.

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### One Minute Speech

The One Minute Speech is a great way to practice public speaking in a short amount of time. The goal of this work is to deliver a speech that is focused, well supported, and written for a specific audience.

This speaking activity can be done in any class on virtually any topic. The writing of the speech may take 30 minutes or more depending on the topic, grade level, and/or experience. Once the speech is written, it should be delivered in a minute or less.

Related Literacy Skills

<b>AP</b> Argument Poster	<b>DS</b> Debate a Side	<b>SS</b> Socratic Seminar
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Supports Common Core Anchor Standards

W1

SL1

SL2

SL4

SL6

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**Literacy Skill Zoom**

View the interactive student presentation.

**Step 1: Check In and Review**

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### Closure

- Record 3-5 key ideas on post-it notes, one idea per sticky.
- One person puts a post-it note down stating, "Here is an idea that caught my attention and why it is important."
- Someone with a related post-it note puts it down and verbally comments about the relationship to the previous post-it note.
- Continue the process until all notes have been shared.

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