

# Guide to Reading Alaska English Language Arts Standards

## Content Area

### Alaska Anchor Standards for Reading Grades K-5

The K-12 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.

#### Strand

#### Key Ideas and Details

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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### Anchor Standards

#### 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.
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.
6. Assess how point of view or purpose shapes the content and style of a text.

### Reading Standards for Literature K-5

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

#### Kindergarteners:

#### Grade 1 students:

#### Grade 2 students:

#### Strand

#### Key Ideas and Details

1. With prompting and support, ask and answer questions about a literary text using key details from the text.
2. With prompting and support, retell familiar stories, using key details.
3. With prompting and support, identify characters, major events, and problem-solution in a story, song, or poem.

#### Craft and Structure

4. Ask and answer questions about unknown words in a text.
5. Identify common types of texts (e.g., picture books, stories, poems, songs).
6. With prompting and support, name the author

1. Ask and answer questions about a literary text using key details from the text.
2. Retell stories, using key details, and demonstrate understanding of the author's purpose (e.g., teach a lesson, make you laugh, tell a scary story, tell about an event) or lesson.
3. Describe characters, major events, and problem-solution in a story, play, or poem, using key details.

4. Identify words and phrases in stories, plays, or poems that suggest feelings or appeal to the senses.
5. Explain major differences between books that tell stories and books that give information (fiction, non-fiction, and poetry), drawing on a wide reading of a range of text types.
6. Identify who is telling the story (e.g., a character

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of a literary text using key details from the text.
2. Retell stories, including fables and folktales from diverse cultures, and determine the author's purpose (e.g., teach a lesson, make you laugh, tell a scary story, describe an imaginary place), lesson or moral.
3. Describe how characters in a story, play or poem respond to major events, problems, and challenges.

4. Identify words and phrases that supply rhythm or sensory images and meaning in a story, poem, or song (e.g., regular beats, alliteration, rhymes, repeated lines) and describe how they make a reader feel or what a reader might see in his or her mind.
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.
6. Acknowledge differences in the points of view

Grade Specific Standard  
(What Anchor Standard is in specific grade)

#### Focus