

## Alaska Content Standards

This chart correlates the Alaska Content Standards to the lessons of **Reading Express, Level H.**

Standard	Chapter(s)
<p><b>[8] 3.1.1</b> Determining meanings of unfamiliar words in context using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins)</p>	<p><b>Lesson 1:</b> Prefixes, Suffixes, and Root Words  <b>Lesson 2:</b> Word Origins  <b>Lesson 3:</b> Context Clues</p>
<p><b>[8] 3.1.2</b> Determining meanings of unfamiliar words in context, including words from other languages that have been adopted into English (e.g., carpe diem), using knowledge of language structure including using context clues, prior knowledge, and other resources (e.g., dictionaries, glossaries, thesauruses)</p>	<p><b>Lesson 2:</b> Word Origins  <b>Lesson 3:</b> Context Clues  <b>Lesson 6:</b> Dictionary  <b>Lesson 7:</b> Thesaurus  <b>Lesson 15:</b> Table of Contents, Index and Glossary</p>
<p><b>[8] 3.1.3</b> Identifying complex relationships among words including synonyms, antonyms, homonyms/homophones, [shades of meaning L], and analogies</p>	<p><b>Lesson 5:</b> Multiple-Meaning Words  <b>Lesson 8:</b> Analogies</p>
<p><b>[8] 3.1.4</b> Determining the meaning of words in context, including content-specific vocabulary, words with multiple meanings, or precise vocabulary (e.g., angry, vexed; segmented, segregation)</p>	<p><b>Lesson 3:</b> Context Clues  <b>Lesson 5:</b> Multiple-Meaning Words</p>
<p><b>[8] 3.1.5</b> Self-monitoring and self-correcting while reading (e.g., rereading, adjusting reading pace, sub-vocalizing, consulting resources, questioning, flexible note taking/mapping, skimming, scanning, etc.) (L)</p>	<p><b>Lesson 56:</b> Self-Questioning</p>
<p><b>[8] 3.3.1</b> Restating and summarizing main ideas or events, in correct sequence, after reading a text (e.g., paraphrasing, constructing a topic outline, charting or mapping main ideas or events) or identifies accurate restatements and summaries of main ideas or events or generalizations of a text</p>	<p><b>Lesson 9:</b> Charts  <b>Lesson 10:</b> Graphs  <b>Lesson 12:</b> Diagrams and Visuals  <b>Lesson 14:</b> Timeline and Outline  <b>Lesson 19:</b> Compare and Contrast  <b>Lesson 20:</b> Cause and Effect  <b>Lesson 21:</b> Sequential and Chronological Order  <b>Lesson 22:</b> Problem and Solution  <b>Lesson 23:</b> Question and Answer  <b>Lesson 24:</b> Proposition and Support  <b>Lesson 27:</b> Main Idea and Supporting Details  <b>Lesson 41:</b> Allusions  <b>Lesson 59:</b> Summarizing</p>
<p><b>[8] 3.3.2</b> Connecting information within a text by making inferences and/or drawing conclusions across texts or other summarized information</p>	<p><b>Lesson 5:</b> Multiple-Meaning Words  <b>Lesson 28:</b> Inferences and Conclusions</p>

Standard	Chapter(s)
[8] <b>3.3.3</b> Connecting new information or ideas to prior knowledge and experience by citing or explaining relevant examples or concepts (e.g., cells get energy from glucose just as cars get energy from gas) (L)	<b>Lesson 28:</b> Inferences and Conclusions
[8] <b>3.4.1</b> Identifying or explaining the main ideas in various types of texts (i.e., recognizing or developing appropriate titles, generalizations, assertions)	<b>Lesson 27:</b> Main Idea and Supporting Details <b>Lesson 41:</b> Allusions
[8] <b>3.4.2</b> Locating information in narrative and informative text to answer questions related to main ideas or key details	<b>Lesson 27:</b> Main Idea and Supporting Details <b>Lesson 41:</b> Allusions
[8] <b>3.4.3</b> Comparing/contrasting the main ideas or concepts between related texts	<b>Lesson 19:</b> Compare and Contrast <b>Lesson 27:</b> Main Idea and Supporting Details <b>Lesson 41:</b> Allusions
[8] <b>3.4.4</b> Explaining connections among main ideas/concepts (text to self, text to text, text to world) (L)	<b>Lesson 27:</b> Main Idea and Supporting Details <b>Lesson 28:</b> Inferences and Conclusions <b>Lesson 32:</b> Connecting Text to Text/Self/World <b>Lesson 41:</b> Allusions <b>Lesson 57:</b> Making Connections
[8] <b>3.5.2</b> Identifying the sequence of steps in a list of directions (e.g., what is the first step, what is the second step)	<b>Lesson 21:</b> Sequential and Chronological Order
[8] <b>3.6.1</b> Analyzing the characteristics and the effect on the reader of non-fiction and the four major structural genres: poetry, drama, novel, short story	<b>Lesson 48:</b> Short Stories <b>Lesson 52:</b> Poetry <b>Lesson 53:</b> Informational Materials <b>Lesson 58:</b> Monitoring
[8] <b>3.6.2</b> Analyzing the use of literary devices appropriate to genre (i.e., dialogue, simile, metaphor, personification, foreshadowing, time sequence, imagery, or repetition) to analyze literary works and non-fiction	<b>Lesson 7:</b> Thesaurus <b>Lesson 42:</b> Similes and Metaphors <b>Lesson 46:</b> Dialogue <b>Lesson 47:</b> Flashback and Foreshadowing
[8] <b>3.7.1</b> Identifying or describing or making logical predictions about (citing evidence and support from text) plot, setting, character, point of view, and theme	<b>Lesson 27:</b> Main Idea and Supporting Details <b>Lesson 29:</b> Predictions <b>Lesson 34:</b> Plot <b>Lesson 36:</b> Character <b>Lesson 37:</b> Setting
[8] <b>3.7.3</b> Analyzing and evaluating the importance to the story of plot, setting, character, point of view, and theme	<b>Lesson 34:</b> Plot <b>Lesson 36:</b> Character <b>Lesson 37:</b> Setting <b>Lesson 38:</b> Theme
[8] <b>3.8.1</b> Identifying bias/propaganda by citing textual evidence	<b>Lesson 33:</b> Propoganda

Standard	Chapter(s)
<b>[8] 3.8.2</b> Analyzing author's purpose (e.g., to narrate, inform, entertain, explain, persuade) by citing textual evidence	<b>Lesson 25:</b> Author's Purpose <b>Lesson 27:</b> Main Idea and Supporting Details
<b>[8] 3.9.1</b> Locating evidence within the text to make connections to an author's message, theme, or purpose	<b>Lesson 25:</b> Author's Purpose <b>Lesson 27:</b> Main Idea and Supporting Details <b>Lesson 28:</b> Inferences and Conclusions <b>Lesson 38:</b> Theme
<b>[8] 3.9.2</b> Utilizing textual evidence to make thematic connections between texts	<b>Lesson 27:</b> Main Idea and Supporting Details <b>Lesson 38:</b> Theme
<b>[8] 3.9.3</b> Making thematic connections between literary and other texts related to personal experiences, experiences of others, prior knowledge, and the broader world of ideas (L)	<b>Lesson 32:</b> Connecting Text to Text/Self/World <b>Lesson 57:</b> Making Connections
<b>E.B.1</b> Comprehend meaning from written text and oral and visual information by applying a variety of reading, listening, and viewing strategies. These strategies include phonic, context, and vocabulary cues in reading, critical viewing, and active listening.	<b>Lesson 3:</b> Context Clues <b>Lesson 58:</b> Monitoring
<b>E.B.2</b> Reflect on, analyze, and evaluate a variety of oral, written, and visual information and experiences, including discussions, lectures, art, movies, television, technical materials, and literature.	<b>Lesson 30:</b> Reading Critically <b>Lesson 54:</b> Consumer and Workplace Documents
<b>E.B.3</b> Relate what the student views, reads, and hears to practical purposes in the student's own life, to the world outside, and to other texts and experiences.	<b>Lesson 32:</b> Connecting Text to Text/Self/World <b>Lesson 57:</b> Making Connections
<b>E.D.4</b> Develop a position by analyzing and synthesizing information.	<b>Lesson 30:</b> Reading Critically <b>Lesson 60:</b> Evaluating
<b>E.D.5</b> Develop a position by determining an author's purposes.	<b>Lesson 25:</b> Author's Purpose
<b>E.D.6</b> Evaluate the validity, objectivity, reliability, and quality of information read, heard, and seen.	<b>Lesson 30:</b> Reading Critically <b>Lesson 60:</b> Evaluating
<b>E.E.2</b> Evaluate content from the speaker's or author's perspective.	<b>Lesson 25:</b> Author's Purpose