Alaska

ALASKA STANDARDS CORRELATIONS

Typing.com meets a variety of Alaska student learning standards, helping to prepare students for college, career, and digital citizenship in an increasingly connected world. Our curriculum includes games and media-rich activities that ensure students are engaged and self-motivated while developing important keyboarding, digital literacy, and digital citizenship skills.

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Pre-keyboarding Skills

Learn the Keys 1

RF.K.1.a
Follow words from left to right, top to bottom, and page by page.

RF.K.1.c
Understand that words are separated by spaces in print.

W.K.6
With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Learn the Keys 2

RF.K.1.a
Follow words from left to right, top to bottom, and page by page.

RF.K.1.c
Understand that words are separated by spaces in print.

W.K.6
With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Word Practice

RF.K.1 (a-d)
Demonstrate understanding of the organization and basic features of print.

RF.K.2.a
Recognize and produce rhyming words.

RF.K.3.c
Read common high-frequency words by sight.

W.K.6

With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Pre-Keyboarding

Learn the Keys

RF.1.1.a
Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

W.1.6
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Punctuation & Numbers

RF.1.1.a
Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

RF.1.3.b
Decode regularly spelled one-syllable words.

W.1.6
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

L.1.2.a
Capitalize dates and names of people.

L.1.2.b
Use end punctuation for sentences.

L.1.2.c
Use commas in dates and to separate single words in a series.

Cross-Curricular Typing

RF.1.1.a
Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

RF.1.3.b
Decode regularly spelled one-syllable words.

W.1.6
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

L.1.2.a
Capitalize dates and names of people.

L.1.2.b
Use end punctuation for sentences.

L.1.2.c
Use commas in dates and to separate single words in a series.

Digital Citizenship & Communication

RF.1.1.a
Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

RF.1.3.b
Decode regularly spelled one-syllable words.

W.1.6
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Pre-Keyboarding

RI.2.10
By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 2 (from upper grade 1 to grade 3), with scaffolding as needed at the high end of the range.

RF.2.2.a
Read on-level text with purpose and understanding.

Learn the Keys

RF.2.1.c
Decode regularly spelled two-syllable words with long vowels.

RF.2.2.a
Read on-level text with purpose and understanding.

W.2.6
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Punctuation & Numbers

RF.2.1.c
Decode regularly spelled two-syllable words with long vowels.

RF.2.2.a
Read on-level text with purpose and understanding.

W.2.6
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Cross-Curricular Typing

RF.2.1.c
Decode regularly spelled two-syllable words with long vowels.

RF.2.2.a
Read on-level text with purpose and understanding.

W.2.6

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Digital Citizenship & Communication

RF.2.1.c
Decode regularly spelled two-syllable words with long vowels.

RF.2.2.a
Read on-level text with purpose and understanding.

W.2.6
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Creative Writing

RF.2.1.c
Decode regularly spelled two-syllable words with long vowels.

RF.2.2.a
Read on-level text with purpose and understanding.

W.2.1
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., because, and, also) to connect opinion and reasons, and provide one or more concluding sentences that restate or paraphrase their opinion.

W.2.3
Use narrative writing to retell a well-elaborated event or short sequence of real or imagined events, include details to describe actions, thoughts, and feelings, use linking words to signal event order, and provide one or more concluding sentences that restate or emphasize a feeling or lesson learned.

W.2.6
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Pre-Keyboarding

RI.3.10
By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 3 (from upper grade 2 to grade 4), with scaffolding as needed at the high end of the range.

RF.3.2.a
Read on-level text with purpose and understanding.

Learn the Keys

RF.3.1.a-d
Know and apply grade-level phonics and word analysis skills in decoding words.

RF.3.2.a
Read on-level text with purpose and understanding.

W.3.6
With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others and to locate information about topics.

Punctuation & Advanced Keys

RF.3.1.a-d
Know and apply grade-level phonics and word analysis skills in decoding words.

RF.3.2.a
Read on-level text with purpose and understanding.

W.3.6
With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others and to locate information about topics.

L.3.2.a-d
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Cross-Curricular Typing

RF.3.1.a-d
Know and apply grade-level phonics and word analysis skills in decoding words.

RF.3.2.a
Read on-level text with purpose and understanding.

W.3.6
With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others and to locate information about topics.

L.3.1.b
Form and use regular and irregular plural nouns.

L.3.2.a-g
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.4.a-d
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

Digital Citizenship & Communication

RI.3.10
By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 3 (from upper grade 2 to grade 4), with scaffolding as needed at the high end of the range.

RF.3.1.a-d
Know and apply grade-level phonics and word analysis skills in decoding words.

RF.3.2.a
Read on-level text with purpose and understanding.

W.3.6
With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others and to locate information about topics.

Creative Writing

W.3.1 a-d
Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons (e.g., I like large dogs better than small dogs because they can pull a sled and run for a longer time than small dogs can).

W.3.3.a-d
Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language), and clear event sequences (chronology).

W.3.6
With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others and to locate information about topics.

W.3.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Pre-Keyboarding

RI.4.10
By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 4 (from upper grade 3 to grade 5), with scaffolding as needed at the high end of the range.

RF.4.2.a
Read on-level text with purpose and understanding.

Learn the Keys

RF.4.2.a
Read on-level text with purpose and understanding.

W.4.6
With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others and to locate information about topics; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Punctuation & Advanced Keys

RF.4.1
Know and apply grade-level phonics and word analysis skills in decoding words.

RF.4.2.a
Read on-level text with purpose and understanding.

W.4.6
With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others and to locate information about topics; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

L.4.2.a-d
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Cross-Curricular Typing

RL.4.2
Determine a theme or author's message or purpose of a story, drama, or poem using details and evidence from the text as support; summarize main ideas or events, in correct sequence, including how conflicts are resolved.

RI.4.2
Determine the main idea of a text and explain how it is supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.

RI.4.10
By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 4 (from upper grade 3 to grade 5), with scaffolding as needed at the high end of the range.

RF.4.1
Know and apply grade-level phonics and word analysis skills in decoding words.

RF.4.2.a
Read on-level text with purpose and understanding.

W.4.6
With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others and to locate information about topics; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

L.4.2.a-d
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.4.a-c
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.5.a
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Digital Citizenship & Communication

RI.4.10
By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 4 (from upper grade 3 to grade 5), with scaffolding as needed at the high end of the range.

RF.4.1
Know and apply grade-level phonics and word analysis skills in decoding words.

RF.4.2.a
Read on-level text with purpose and understanding.

W.4.6
With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others and to locate information about topics; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

L.4.2.a-d
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Creative Writing

RF.4.2.a
Read on-level text with purpose and understanding.

W.4.1.a-d
Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons and information (e.g., The character ___ was brave because she ____).

W.4.3.a-e
Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology).

W.4.6
With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others and to locate information about topics; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

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Pre-Keyboarding

RI.5.10
By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 5 (from upper grade 4 to grade 6), with scaffolding as needed at the high end of the range.

RF.5.4.a
Read on-level text with purpose and understanding.

Learn the Keys

RF.5.4.a
Read on-level text with purpose and understanding.

W.5.6
With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Punctuation & Advanced Keys

RF.5.4.a
Read on-level text with purpose and understanding.

W.5.6
With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

L.5.2.a
Use punctuation to separate items in a series.

Cross-Curricular Typing

RL.5.4
Determine the meaning of words and phrases as they are used in a text, including use of figurative language and literary devices (e.g., imagery, metaphors, analogies, hyperbole).

RI.5.2
Determine the main idea and subtopics of a text and explain how they are supported by key details; paraphrase or

summarize key ideas, events, or procedures including correct sequence when appropriate.

RI.5.10
By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 5 (from upper grade 4 to grade 6), with scaffolding as needed at the high end of the range.

RF.5.1
Know and apply grade-level phonics and word analysis skills in decoding words

RF.5.4.a
Read on-level text with purpose and understanding.

W.5.6
With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

L.5.4.a-c
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

L.5.5.a-c
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Digital Citizenship & Communication

RI.5.10
By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 5 (from upper grade 4 to grade 6), with scaffolding as needed at the high end of the range.

RF.5.4.a
Read on-level text with purpose and understanding.

W.5.6
With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Creative Writing

RF.5.4.a
Read on-level text with purpose and understanding.

W.5.1.a-d
Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons and information.

W.5.3.a-e
Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology).

W.5.6
With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

W.5.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.

Tech Readiness

RI.6.10
By the end of the year, read and comprehend literary nonfiction, within a complexity band appropriate to grade 6 (from upper grade 5 to grade 7), with scaffolding as needed at the high end of the range.

RST.6-8.4
Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.

RST.6-8.10
By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

Learn the Keys

W.6.6
Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to create a piece of writing.

Punctuation & Advanced Keys

W.6.6
Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to create a piece of writing.

Cross-Curricular Typing

RI.6.2
Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.

RI.6.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI.6.10
By the end of the year, read and comprehend literary nonfiction, within a complexity band appropriate to grade 6 (from upper grade 5 to grade 7), with scaffolding as needed at the high end of the range.

W.6.6
Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to create a piece of writing.

L.6.1.a
Ensure that pronouns are in the proper case (subjective, objective, possessive).

L.6.4.a-d
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

L.6.5.a
Interpret the intent or meaning of figures of speech (e.g., personification, metaphors, alliteration) as used in context.

Digital Citizenship & Communication

RI.6.10
By the end of the year, read and comprehend literary nonfiction, within a complexity band appropriate to grade 6 (from upper grade 5 to grade 7), with scaffolding as needed at the high end of the range.

W.6.6
Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to create a piece of writing.

Creative Writing

W.6.1.a-e
Write arguments to support claims with clear reasons and relevant evidence.

W.6.3.a-e
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.6.6
Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to create a piece of writing.

W.6.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.

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Tech Readiness

RI.7.10
By the end of the year, read and comprehend literary nonfiction, within a complexity band appropriate to grade 7 (from upper grade 6 to grade 8), with scaffolding as needed at the high end of the range.

RST.6-8.4
Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.

Learn the Keys

W.7.6
Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Punctuation & Advanced Keys

W.7.6
Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Cross-Curricular Typing

RL.7.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone

RI.7.2
Determine the central idea and subtopics in a text and analyze their development over the course of the text; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.

RI.7.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI.7.10
By the end of the year, read and comprehend literary nonfiction, within a complexity band appropriate to grade 7 (from upper grade 6 to grade 8), with scaffolding as needed at the high end of the range.

W.7.6
Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

L.7.4.a-d
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

L.7.6
Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Digital Citizenship & Communication

RI.7.10
By the end of the year, read and comprehend literary nonfiction, within a complexity band appropriate to grade 7 (from upper grade 6 to grade 8), with scaffolding as needed at the high end of the range.

W.7.6
Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Creative Writing

W.7.1.a-e
Write arguments to support claims with clear reasons and relevant evidence.

W.7.3.a-e
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.7.6
Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W.7.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Tech Readiness

RI.8.10
By the end of the year, read and comprehend literary nonfiction, within a complexity band appropriate to grade 8 (from upper grade 7 to grade 9), with scaffolding as needed at the high end of the range.

RST.6-8.4
Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.

Learn the Keys

W.8.6
Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Punctuation & Advanced Keys

W.8.6
Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Cross-Curricular Typing

RL.8.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.2
Determine a central idea and subtopics of a text and analyze their development over the course of the text, including their relationship to supporting ideas; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.

RI.8.10
By the end of the year, read and comprehend literary nonfiction, within a complexity band appropriate to grade 8 (from upper grade 7 to grade 9), with scaffolding as needed at the high end of the range.

W.8.6
Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

L.8.2.a
Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

L.8.4.a-d
Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

L.8.6
Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Digital Citizenship & Communication

RI.8.10
By the end of the year, read and comprehend literary nonfiction, within a complexity band appropriate to grade 8 (from upper grade 7 to grade 9), with scaffolding as needed at the high end of the range.

W.8.6
Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Creative Writing

W.8.1.a-e
Write arguments to support claims with clear reasons and relevant evidence

W.8.3.a-e
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.8.6
Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.8.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.

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Learn the Keys

W.9-10.6
Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Punctuation & Advanced Keys

W.9-10.6
Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

L.9-10.2.b
Use a colon to introduce a list or quotation.

Cross-Curricular Typing

RL.9-10.4
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RI.9-10.2
Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; restate and summarize main ideas or events, in correct sequence when necessary, after reading a text.

RI.9-10.4
Determine the meaning of words and phrases as they are used in various genres, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

W.9-10.6
Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

L.9-10.4.a
Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Digital Citizenship & Communication

RI.9-10.5

Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.6

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

RI.9-10.8

Delineate and evaluate the argument and specific claims in a text (e.g., bias and propaganda techniques, emotional effect of specific word choices and sentence structures, well-supported logical arguments), assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

W.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Creative Writing

W.9-10.1.a-e

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

W.9-10.3.a-e

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

W.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.9-10.10

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.

Learn the Keys

W.11-12.6
Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Punctuation & Advanced Keys

W.11-12.6
Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Cross-Curricular Typing

RI.11-12.2
Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; restate and summarize main ideas or events, in correct sequence when necessary, after reading a text.

RI.11-12.4
Determine the meaning of words and phrases as they are used in various genres, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

W.11-12.6
Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

L.11-12.4.a
Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Digital Citizenship & Communication

RI.11-12.5
Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6
Discern an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or aesthetic impact of the text.

W.11-12.6
Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to

ongoing feedback, including new arguments or information.

Creative Writing

W.11-12.1.a-e
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.3.a-e
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.6
Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.10
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.