

Introduction

The English Language Arts Alignment of 2010 Standards to Arizona 1996, 2003, and 2004 Standards is a guideline for educators as they begin to incorporate the 2010 Standards into lessons for their students. Fortunately, Arizona's 2003 Reading and 2004 Writing Standards are very similar in content to the 2010 ELA Standards. The 1996 Listening & Speaking and Viewing & Presenting Standards, while brief and at times vague, are also similar. The mindset is, as educators, we have been teaching what is included in the new ELA Standards, but now we are charged with new depth of knowledge, new text complexity, higher expectations of rigor, and more emphasis on comprehension, analysis of text, and critical thinking.

Every performance objective that appears in Arizona standards documents from 1996, 2003, and 2004 is represented in the 2010 ELA standards alignment. Because the performance objectives are very specific, they are actually subsumed by skills required in the 2010 Standards. They represent the skills that are a part of everyday classroom expectations.

The major differences between the 1996, 2003, and 2004 Arizona Standards and the 2010 Arizona ELA Standards are reflected in the depth, the complexity, the rigor, and the emphasis on comprehension, text analysis, and critical thinking that leads to College and Career Readiness. While there are few exact matches, if any, the principles that make up the 2010 standards are not new to Arizona's educators. With a focus on deeper understanding, the 2010 standards will promote more meaningful, rigorous lessons for our students so they can read and comprehend complex texts. Not only are close reading and comprehension a focus, but using analysis and critical thinking to communicate opinions and support them in arguments is also paramount in the 2010 Standards. Students will be able to apply these skills to increasingly challenging texts as they continue from secondary education into colleges, universities, and the workplace.

In order to realize how our current lessons can and will serve us as we strive to give our students the tools they require for successful learning, we can examine how the 1996, 2003, and 2004 performance objectives that make up lessons we teach today will align with the lessons we will begin to teach tomorrow.

See examples on the following pages.

Kindergarten Reading Literature example

2010	2003	Observation of alignment
<p>K.RL.1: With prompting and support, ask and answer questions about key details in a text.</p>	<p>R00.S2C1.01: Participate (e.g., react, speculate, join in, read along) when predictably patterned selections of fiction and poetry are read aloud.</p> <p>R00.S3C1.03: Respond appropriately to questions based on facts in expository text, heard or read.</p> <p>LS.R3: Share ideas, information, opinions, and questions.</p> <p>LS.R4: Listen and respond to stories, poems, and nonfiction.</p> <p>LS.R5: Participate in class discussions.</p>	<p>These five performance objectives (PO) that we have already been incorporating into effective lessons can now be incorporated into lessons towards meeting 2010 ELA Standard 1 for kindergarten. The skills these 2003 POs represent will be used to plan rigorous lessons to meet the increased demands in the 2010 ELA Standards.</p>

While not all the ELA Standards have this many performance objectives in alignment, many will. In the above example, the alignment is within the parameters of a grade level match. As we see in the following example, the rigor in the 2010 ELA Standards have alignments that move performance objectives into other grade levels.

Grade 2 Reading Informational Text example

2010	2003	Observation of alignment
<p>2.RI.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>R02.S3C2.01: Follow a set of written multi-step directions.</p> <p>R04.S3C2.02: Interpret details form functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).</p> <p>W02.S3C5.02: Write a response to a literature selection that connects:</p> <ol style="list-style-type: none"> a. text to self (personal connections) b. text to world (social connection) c. text to text (compare within multiple texts) 	<p>In this alignment, a 2003 Grade 4 Performance Objective (PO) is aligned to a 2010 Grade 2 Standard. This reflects the new rigor throughout the 2010 ELA Standards.</p>

As we see movement from one grade down to another, we also find movement that places objectives in higher grades from lower grades.

Grade 4 Reading Standards Foundational Skills

2010	2003	Observation of alignment
<p>4.RF.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>R03.S1C3.01: Read multi-syllable words fluently, using letter-sound knowledge.</p> <p>R03.S1C3.02: Apply knowledge of basic syllabication rules when decoding four- and five-syllable written words (e.g., in/for/ma/tion, mul/ti/pli/ca/tion, pep/per/o/ni).</p> <p>R04.S1C4.01: Use knowledge of root words and affixes to determine the meaning of unknown words.</p>	<p>For this standard, Grade 3 Performance Objectives (POs) are aligned to 2010 ELA Grade 4 expectations.</p>

The Writing Addendum is a feature of the 2010 ELA Alignment document that demonstrates how closely Arizona instruction in writing aligns to the 2010 ELA standards. The 2010 ELA Standards for Writing are closely linked to Strands 1 and 2 of the 2004 Writing Standards as shown in the following table.

Grades 9-10 Writing Standards

2010	2004	Observation of alignment
<p>9–10.W.8: Gather relevant information from multiple authoritative sources, using advanced searches effectively; assess the usefulness of each source in answering the research questions; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>See Writing Addendum: Writing Process HS.S1 Writing Elements HS.S2</p> <p>VP.P2: Plan, organize, develop, produce, and evaluate an effective multimedia presentation, using tools such as charts, photographs, maps, tables, posters, transparencies, slides and electronic media.</p>	<p>The Writing Addendum includes the 2004 Writing Standard Strands 1 (Writing Process) and 2 (Writing Elements). The addendum, referred to throughout the alignment document, demonstrates how the skills that we have been teaching are still appropriate for teaching the 2010 ELA Writing Standards.</p>

In addition to the Writing Addendum, there is also a Summary of Changes document. This document lists all the 1996, 2003, and 2004 performance objectives that have moved up or down grade levels or are not specifically represented in the Alignment document.

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Key Ideas and Details		Strands, Concepts, and Performance Objectives
<p>11-12.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (continued next page.)</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A & B for Text Complexity</p> <p>The author’s use of literary elements is the basis of this standard. Teachers may include multi-culturally diverse texts including non-print or visual texts. Students will describe and analyze literary elements raised in RL Standard 1, 11-12 level band in order to move on to more complexity in theme (multiple levels of theme in one text or across texts), point of view (multiple characters acting as narrators, each with a limited and possibly unreliable narrative perspective), characterization (more complex, multi-layered characters with varying beliefs, values, social class, and gender roles), setting (considers the social, historical, and cultural significance of setting to deepen comprehension, discusses how changes in setting reinforce development of character, plot, and theme, and analyzes how settings function as metaphor to reinforce themes), and plot (how flashbacks, foreshadowing and subplots function to advance the main plot; plot developments could reflect social, cultural and historical conflicts) found in the RL Standard 1, 11-12 band. In addition, students should be able to explain the writer’s use of irony, contradictions, paradoxes, incongruities, and ambiguities in a literary selection.</p> <ul style="list-style-type: none"> • Teachers will consider the use of strategies such as the Socratic Method, cooperative learning approaches, and written responses. • Teachers familiarize students with MLA or APA stylistic manuals for supporting and citing sources. • Teachers use Socratic Method and cooperative learning approaches. • Students will be able to cite their evidence through a number of approaches. In terms of connections with the writing standards, paraphrasing, quotations, and the ability to use a stylistic guide are applicable. • Students employ a variety of active reading strategies such as Directed Reading-Thinking Activities (DRTA) and Question/Answer Relationship (QAR) activities. • Students create an electronic or paper timeline of events to demonstrate plot intricacies. • Students create an electronic or paper table identifying characters from different texts and different settings. • Students Analyze for historical/cultural significance and character motivation. <p>Connections: SSHS.S2C2, SSHS.S2C1.03, ETHS.S1C2.02, ETHS.S6C1.03</p>	<p>R11-12.S2C1.01 Evaluate the author’s use of literary elements:</p> <ul style="list-style-type: none"> • theme (moral, lesson, meaning, message, view or comment on life), • point of view (e.g., first vs. third, limited vs. omniscient), • characterization (qualities, motives, actions, thoughts, dialogue, development, interactions), • setting (time of day or year, historical period, place, situation), and • plot (exposition, major and minor conflicts, rising action, climax, falling action, and resolution). <p>R11.S2C1.03 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme.</p> <p>R11.S2C1.04 Explain the writer’s use of irony, contradictions, paradoxes, incongruities, and ambiguities in a literary selection.</p>

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11-12.RL.1 (continued)	<p style="text-align: center;">Source: commoncore.org</p> <p>Collaborate Grade 12 Unit 1 After reading <i>Sir Gawain and the Green Knight</i> (Anonymous), reflect on seminar questions, take notes on your responses, and note the page numbers of the textual evidence you will refer to in your seminar and/or essay answers. Share your notes with a partner for feedback and guidance. Have you interpreted the text correctly? Is your evidence convincing? (RL.11-12.1, SL.11-12.1)</p>	

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<p>11-12.RL.2 Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A & B for Text Complexity</p> <p>This standard focuses on directives given above and additionally expects students to develop structured mental, oral, or written summaries of texts and write to learn in order to delineate complex relationships among supporting ideas, key ideas, and themes. Drawing from relevant prior knowledge and experiences, students will extend, elaborate, and evaluate themes and complex texts (drawing conclusions, identifying implications, critiquing underlying assumptions, formulating higher-level organizing categories, and evaluating personal significance).</p> <ul style="list-style-type: none"> • Teachers use diverse texts to locate literature with two or more themes and have students determine how the themes interact and build on one another. • Teachers implement Socratic Discussion, discussion boards, and cooperative learning approaches to enhance comprehension. • Teachers use a variety of active reading strategies such as Directed Reading-Thinking Activities (DRTA) and Question/Answer Relationship (QAR). • Teachers access adopted anthologies and/or diverse texts to find examples of selections for the analysis of central idea and theme, utilizing authors such as Fitzgerald, Hemingway, Wright, Hurston, Chaucer, Malory, Shakespeare, Swift, Cervantes, Tan, Morrison, Paine, Bradstreet, Crane, Twain, Wharton, Steinbeck, Chekhov, Kafka, Angelou. • Students develop structured mental, oral, or written summaries of texts and write to learn in order to delineate complex relationships among supporting ideas, key ideas, and themes. • Students use electronic or paper reading response journals, graphic organizers and Cornell notes to demonstrate comprehension skills. <p>Connection: ETHS.S2C1</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Seminar and Essay Grade 12 Unit 2 Compare one of the satirical stories of Chaucer’s <i>Canterbury Tales</i> with one of the stories from Boccaccio’s <i>The Decameron</i>. What does the satire reveal about the author’s intention and message? Use textual evidence to support an original, concise thesis. (RL.11-12.2)</p>	<p>R07.S2C1.02 Recognize multiple themes in works of prose, poetry, and drama.</p> <p>R08.S2.C1.01 Analyze plot development (e.g., conflicts, subplots, parallel episodes) to determine how conflicts are resolved.</p> <p>R08.S3C1.02 Summarize the main idea (stated or implied) and critical details of expository text, maintaining chronological, sequential, or logical order.</p> <p>R11.S2C1.03 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme.</p> <p>R12.S2C1.04 Compare (and contrast) literary text that express a universal theme, providing textual evidence (e.g., examples, details, quotations) as support for the identified theme.</p>

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<p>11-12.RL.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A & B for Text Complexity</p> <p>In this standard, students will take apart the components of literature to discover how they create the whole.</p> <ul style="list-style-type: none"> • Teachers implement Socratic Discussion, discussion boards, and cooperative learning approaches to enhance understanding. • Teachers use a variety of active reading strategies such as Directed Reading-Thinking Activities (DRTA) and Question/Answer Relationship (QAR) activities. • Teachers can access adopted anthologies and diverse texts to find examples of selections for literary analysis. • Students create an electronic or paper double-entry journal including textual examples of literary elements in one column and analysis of the impact of the author’s choice for that text in the second. • Students will access materials electronically to aid in visualizing the story’s elements. <p>Connections: SSHS.S2C2, ETHS.S2C1, ETHS.S6C1.03</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Seminar and Essay Grade 12 Unit 1 Discuss Chaucer’s “The Pardoner’s Tale” as a satire. What, exactly, is being literally described versus being satirized? Why does Chaucer use satire? Is Chaucer satirizing human nature or the church as an establishment? Use textual evidence to support an original, concise thesis statement. (RL.11-12.1, RL.11-12.3, RL.11-12.5, SL.11-12.1, SL.11-12.4, W.11-12.2)</p>	<p>R11.S2C1.04 Explain the writer’s use of irony, contradictions, paradoxes, incongruities, and ambiguities in a literary selection.</p> <p>R11.S2C1.05 Analyze an author’s development of time and sequence through the use of complex literary devices such as foreshadowing and flashbacks.</p> <p>R12.S2C1.03 Analyze a writer’s word choice and imagery as a means to appeal to the reader’s senses and to set the tone, providing evidence from the text to support the analysis.</p>

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<p>11-12.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A & B for Text Complexity</p> <p>In this standard, students will evaluate, interpret, and critique how an author’s specific word choices impact the text (e.g., formal and informal tone, voice) to support the author’s purpose; this includes literary devices (understatement, sensory details) and figurative language (personification, simile, symbolism, foreshadowing, metaphor, hyperbole, mood, allusion, irony, and paradox).</p> <ul style="list-style-type: none"> • Teachers use poetry and prose to demonstrate intentional word choice for sound, connotation, and denotation. • Teachers demonstrate structural elements (e.g., punctuation, word position, alliteration, consonance, assonance, repetition, etc.). • Teachers direct students in a Think-Pair-Share process to analyze word choice and tone in literary selections; call on pairs to share a word or phrase and explain the author’s purpose in including it and then share as class. • Teachers use a variety of active reading strategies such as Directed Reading-Thinking Activities (DRTA) and Question/Answer Relationship (QAR). • Teachers access their adopted anthologies and diverse texts to find examples of selections for author’s word choice developing tone. • Students identify the tone of a text and then create an original text using the same tone. • Students create an electronic or paper table and chart key words, the association that students attach to the words, and the effect the words create in a specified text. • Students interpret figurative language, including personification and hyperboles in prose and poetry. <p>Connections: ETHS.S6C1.03</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Speech Grade 12 Unit 1 Select a poem you have studied and recite it from memory. Include an introduction that states:</p> <ul style="list-style-type: none"> • Who wrote the poem • Its form, meter, rhyme scheme, and key literary elements • An aspect of the poem that comes through after multiple readings. <p>(RL.11-12.4)</p>	<p>R11-12.S2C1.02 Interpret figurative language, including, personification, hyperbole, symbolism, allusion, imagery, allusion, figures of speech, extended metaphor/conceit, and allegory with emphasis upon how the writer uses language to evoke readers’ emotions.</p> <p>R11-12.S2C1.06/07 Explain how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), and graphic elements (e.g., line length, punctuation, word position).</p>

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<p>11-12.RL.5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A & B for Text Complexity</p> <p>The standard asks students to analyze and critique how authors use specific genre elements to engage readers’ conventional expectations associated with a variety of genres (e.g., classical essays, tragedy, comedy/satire, parables, epics, periodicals/journals). Students may also analyze how an author deviates from genre norms to achieve specific effects.</p> <ul style="list-style-type: none"> • Teachers use a variety of active reading strategies such as Directed Reading-Thinking Activities (DRTA) and Question/Answer Relationship (QAR). • Teachers will access their adopted anthologies and diverse texts to find examples of plot development. • Students create electronic or paper plot sequence diagrams showing chronological sequence, flashback, foreshadowing, suspense, and conflict. • Students visualize and make predictions based upon textual support. • Students utilize electronic or paper double-entry journals to identify textual examples and provide analysis. • Students will analyze a novel or short story for plot development. Suggested novels and short stories include <i>The Absolutely True Diary of a Part-Time Indian</i> by Sherman Alexi, <i>The Joy Luck Club</i> by Amy Tan, <i>A Rose for Emily</i> by William Faulkner, and <i>Rappaccini’s Daughter</i> by Nathaniel Hawthorne. <p>Connections: SSHS.S2C1.03, ETHS.S1C2.02, ETHS. S6C1.03</p>	<p>R11.S2C1.05 Analyze the author’s development of time and sequence through the use of complex literary devices such as foreshadowing and flashbacks.</p> <p>R11-12.S2C1.01 Evaluate the author’s use of literary elements:</p> <ul style="list-style-type: none"> • theme • point of view • characterization • setting • plot <p>R12.S2C1.06 Describe the function of dialogue, scene design, soliloquies, asides, and/or character foils in dramatic literature.</p>

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<p>11-12.RL.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A & B for Text Complexity</p> <p>This standard asks students to analyze and critique how an author achieves specific effects and purposes using literary devices and figurative language (e.g., understatement, mood, allusion, allegory, irony, tone, satire, sarcasm) in conjunction with point of view to reinforce key ideas, events, and themes and create multiple layers of meaning.</p> <ul style="list-style-type: none"> • Teachers use a variety of active reading strategies such as Directed Reading-Thinking Activities (DRTA) and Question/Answer Relationship (QAR). • Students use an electronic or paper double-entry journal to identify examples from text that demonstrate sarcasm and provide analysis of that example. • Students rewrite a portion of a text from a different point of view, analyzing the effect of the different perspective. • Students recognize how point of view affects a reader’s perception of events (e.g., “A Modest Proposal” by Jonathan Swift). • Students evaluate the effectiveness of an author’s use of rhetorical devices in a piece of fiction. <p>Connections: ETHS.S6C1.03</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Seminar and Essay Grade 12 Unit 1 Boccaccio’s <i>The Decameron</i> alludes to Dante’s allegorical model. Why does he satirize Dante’s allegorical model? What is revealed by this satire? Is Boccaccio enlightened and, therefore, a man ahead of his time? Use textual evidence from both texts to support an original, concise thesis statement. (RL.11-12.1, RL.11-12.3, RL.11-12.6, RL.11-12.5, SL.11-12.1, SL.11-12.4, W.11-12.2)</p>	<p>R11-12.S2C1.01 Evaluate the author’s use of literary elements:</p> <ul style="list-style-type: none"> • theme • point of view • characterization • setting • plot <p>R11.S2C1.04 Explain the author’s use of irony, contradictions, paradoxes, incongruities, and ambiguities in a literary selection.</p> <p>R11-12.S2C1.06/07 Explain how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), graphic elements (e.g., line length, punctuation, word position).</p>

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<p>Integration of Knowledge and Ideas</p>		
<p>11-12.RL.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A & B for Text Complexity</p> <p>This standard focuses on student’s abilities to analyze a work of literature presented in different ways.</p> <ul style="list-style-type: none"> • Teachers refer to adopted anthologies and diverse texts for examples of artwork and stories being compared. • Students analyze a theater production of a play and a film version of the same work, comparing and contrasting the two versions. • Students create a PowerPoint presentation incorporating scenes from at least two versions of a play in order to demonstrate different interpretations of that play. • Students evaluate the oral rendition by the author of his work to its written version. <p>Connection: ETHS.S4C2</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Classroom Activity, Essay or Seminar Question Grade 11 Unit 1 View a staged or film version of Arthur Miller’s <i>The Crucible</i>. Discuss the question “Is John Proctor a tragic figure? Why or why not?” Compare him to other tragic figures studied in grade 9, such as Oedipus Rex. Write an essay in which you use at least three pieces of textual evidence to support an original thesis statement. (RL.11-12.3, RL.11-12.7)</p>	<p>R10.S2C1.03 Compare (and contrast) the illustration of the same theme in two different literary genres, using their structural features as the basis for the comparison (e.g., novel and play, poem, short story).</p> <p>R12.S2C1.05: Analyze the characteristics of subgenres (e.g., satire, parody, allegory) that overlap or cut across the lines of genre classification such as poetry, novel, drama, short story, essay, or editorial.</p> <p>R12.S2C1.06: Describe the function of dialogue, scene design, soliloquies, asides, and/or character foils in dramatic literature.</p> <p>VP.D1 Conduct research to evaluate the impact of language, subject matter and visual techniques used by media.</p>
<p>11-12.RL.8 (not applicable to literature)</p>		<p>n/a</p>

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<p>11-12.RL.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A & B for Text Complexity</p> <ul style="list-style-type: none"> • This standard requires students to compare literary works and the seminal challenges of their eras. • Teachers will consider diverse texts from a variety of cultures and backgrounds that reflect the multicultural American experience. • Students read and compare the theme of two poems such as “To my Dear and Loving Husband” and “Upon the Burning of Our House” by Anne Bradstreet. • Students employ a variety of active reading strategies such as Directed Reading-Thinking Activities (DRTA) and Question/Answer Relationship (QAR) activities. • Students employ a variety of critical reading strategies such as questioning, clarifying, predicting, summarizing, annotating, etc., to comprehend complex text. • Students create electronic or paper reading response journals, graphic organizers, and Cornell notes to enhance understanding. • Students analyze a novel for multiple themes. For example, students would identify multiple themes in <i>Their Eyes Were Watching God</i> by Zora Neale Hurston, <i>The Great Gatsby</i> by F. Scott Fitzgerald, or <i>The Grapes of Wrath</i> by John Steinbeck. <p>Connection: ETHS.S6C1.03</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Essay and Seminar Grade 11 Unit 4 “Does <i>Huckleberry Finn</i> by Mark Twain embody the values inherent in the American Dream?” Write an essay in which you use at least three pieces of evidence to support an original thesis statement. (RL.11-12.9, SL.11-12.1, W.11-12.9)</p>	<p>R11-12.S2C2.01 Describe the historical and cultural aspects found in cross-cultural works of literature.</p> <p>R11-12.S2C2.02 Relate literary works to the traditions, themes, and issues of their eras.</p> <p>R11-12.S2C2.03 Analyze culturally or historically significant literary works of American, British and world literature that reflect our major literary periods and traditions.</p>

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Range of Reading and Level of Text Complexity		Strands, Concepts, and Performance Objectives
<p>11-12.RL.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently. (continued next page)</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A & B for Text Complexity</p> <p>Students demonstrate the ability to read at or above grade level.</p> <ul style="list-style-type: none"> • Teachers incorporate literature circles, direct reading-thinking activities, S (survey) Q (Question) 3R (Read, Recite, Review), graphic aids, think and read-aloud stories, and other active reading strategies to help students understand text. • Teachers use formative and summative assessment to determine comprehension and possible need for additional instruction. 	<p>R03.S1C5.01: Consistently read Grade-level text with at least 90 percent accuracy.</p> <p>R11-12.S1C5.01 Read from a variety of genres with accuracy automaticity, and prosody (expression).</p> <p>R11-12.S1C6.01 Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).</p> <p>R11-12.S1C6.02 Generate clarifying questions in order to comprehend text.</p> <p>R11-12.S1C6.03 Use graphic organizers in order to clarify the meaning of the text.</p> <p>R11-12.S1C6.04 Connect information and events in text to experience and to related text and sources.</p> <p>R11-12.S1C6.05 Apply knowledge of organizational structures (e.g., chronological order, time- sequence order, cause and effect relationships, logical order, classification schemes, problem-solution) of text to aid comprehension.</p>

ENGLISH LANGUAGE ARTS ALIGNMENT OF 2010 STANDARDS TO ARIZONA 1996, 2003, and 2004 STANDARDS

Examples and Explanations from ADE/ELA Committee and commoncore.org

Grades 11-12

2010 Reading Standards for Literature 6-12

Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Range of Reading and Level of Text Complexity		Strands, Concepts, and Performance Objectives
11-12.RL.10 (continued)		<p>LS.P3 Deliver oral interpretations of literary or original works.</p> <p>LS.D2 Deliver creative and dramatic interpretations of literary or original works.</p>

ENGLISH LANGUAGE ARTS ALIGNMENT OF 2010 STANDARDS TO ARIZONA 1996, 2003, and 2004 STANDARDS
 Examples and Explanations from ADE/ELA Committee and commoncore.org
 Grades 11-12

2010 Reading Standards for Informational Text 6-12		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Key Ideas and Details		Strands, Concepts, and Performance Objectives
<p>11-12.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (Continued next page.)</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A & B for Text Complexity</p> <p>This standard asks students to analyze themes, key ideas, main ideas, and supporting ideas within complex texts and evaluate and critique the coherence, validity, and relevance of ideas, evidence, and arguments.</p> <ul style="list-style-type: none"> • Teachers are encouraged to use the Socratic Method, cooperative learning approaches, and written responses. • Students will use understanding of the interrelationships among organizational patterns, textual features, graphical representations, and ideas to analyze the text including the identification of unsupported references or fallacious reasoning. • Students cite their evidence. • Students will use a stylistic guide to support connections with the writing standards including paraphrasing, quotations, internal citations, and works cited. • Students evaluate newspaper articles using SOAPStone (Subject, Occasion, Audience, Purpose, Speaker, and Tone). • Students compare Martin Luther King Jr’s “Letter from Birmingham Jail” to Malcolm X’s “The Ballot or the Bullet” to determine similar themes. • Students use electronic or paper graphic organizers to isolate thesis, key ideas, and supporting details for each key idea. <p>Connection: ETHS.S2C1</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Research Paper Grade 12 Unit 5 Use specific evidence from various sources studied in this unit and/or additional sources to write a research paper that answers: How does the literature of the Romantic and Victorian era show tension between art for art’s sake (where art includes literature) and art as a response to social and cultural conflict? Include an original, concise thesis statement to answer this essential question. (RL.11-12.1, RI.11-12.1, W.11-12.7, W.11-12.8)</p>	<p>R11.S3C1.01 Critique the consistency and clarity of the text’s purposes.</p> <p>R11.S3C1.02 Distinguish among different kinds of evidence used to support conclusions (e.g., logical, empirical, anecdotal).</p> <p>R11.S3C1.03 Make relevant inferences by synthesizing concepts and ideas from a single reading selection.</p> <p>R11.S3C3.01 Analyze the power, validity, and truthfulness of the arguments advanced in persuasive text.</p> <p>R11-12.S3C3.03 Identify unsupported inferences or fallacious reasoning in arguments advanced in persuasive text.</p> <p>R12.S3C1.02 Determine the accuracy and truthfulness of one source of information by examining evidence offered in the material itself and by referencing and comparing the evidence with information available from multiple sources.</p>

ENGLISH LANGUAGE ARTS ALIGNMENT OF 2010 STANDARDS TO ARIZONA 1996, 2003, and 2004 STANDARDS
 Examples and Explanations from ADE/ELA Committee and commoncore.org
 Grades 11-12

2010 Reading Standards for Informational Text 6-12		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Key Ideas and Details		Strands, Concepts, and Performance Objectives
<p>11-12.RI.1 (continued) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>		<p>R12.S3C1.03 Evaluate the evidence used to support the author's perspective contained within both primary and secondary sources.</p> <p>R12.S3C1.05 Identify an author's implicit and stated assumptions about a subject, based upon evidence in the selection.</p> <p>R12.S3C3.02 Evaluate the effectiveness of an author's use of rhetorical devices in a persuasive argument.</p> <p>R11-12.S3C3.03 Identify unsupported inferences or fallacious reasoning in arguments advanced in persuasive text.</p>

ENGLISH LANGUAGE ARTS ALIGNMENT OF 2010 STANDARDS TO ARIZONA 1996, 2003, and 2004 STANDARDS
 Examples and Explanations from ADE/ELA Committee and commoncore.org
 Grades 11-12

2010 Reading Standards for Informational Text 6-12		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting Strands, Concepts, and Performance Objectives
Key Ideas and Details		
<p>11-12.RI.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; provide an objective summary of the text.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A & B for Text Complexity</p> <p>This standard asks students to use prior knowledge and experiences to guide the analysis of events, ideas, and themes in complex text.</p> <ul style="list-style-type: none"> • Students will evaluate the relevance and adequacy of prior knowledge and experiences to guide and revise on-going interpretations of a text. • Students will develop structured mental, oral, or written summaries of texts and write to learn in order to delineate complex relationships among supporting ideas, key ideas, and themes. • Students read and analyze texts. For example, they might use “Why Soldiers Won’t Talk,” by John Steinbeck; “My Dungeons Shook: Letter to My Nephew on the 100th Anniversary of the Emancipation,” by James Baldwin; “I Will Fight No More Forever,” by Chief Joseph. • Students read and summarize a newspaper editorial to identify key ideas, using SOAPStone (Subject, Occasion, Audience Purpose, Speaker, and Tone). <p style="text-align: center;">Source: commoncore.org</p> <p>Seminar and Essay Grade 12 Unit 1 Choose one of Chaucer’s <i>Canterbury Tales</i>. Explain how the main character shows his or her personality through narration. How do fabliaux reveal the point of view of the character? Use textual evidence to support an original, concise thesis statement. (RL.11-12.5, RI.11-12.2, SL.11-12.1, SL.11-12.4, W.11-12.2)</p>	<p>R09.S3C1.07: Explain how one excerpt relates and contributes to the reading selection (e.g., sentence to paragraph, paragraph to selection).</p> <p>R09-10.S3C1.03: Make relevant inferences by synthesizing concepts and ideas from a single reading selection.</p> <p>R09-10.S3C1.08: Support conclusions drawn from ideas and concepts in expository text.</p> <p>R11.S3C1.02: Distinguish among different kinds of evidence used to support conclusions (e.g., logical, empirical, anecdotal).</p>
<p>11-12.RI.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A & B for Text Complexity</p> <p>This standard focuses on the analysis of a text by asking students to draw on relevant prior knowledge and experiences to extend, elaborate, and evaluate the meaning of events, key ideas, main ideas, supporting ideas, and themes in a complex text (e.g., draw conclusions, identify implications, critique underlying assumptions, and evaluate personal significance).</p> <ul style="list-style-type: none"> • Students read a biography of a historically significant individual, identifying how the events surrounding the individual’s life influenced his or her actions. • Students research political candidates to determine and analyze the influences on the candidates’ political views. 	<p>R11.S3C1.01 Critique the consistency and clarity of the text’s purposes.</p> <p>R12.S3C1.01 Critique the effectiveness of the organizational pattern (e.g., logic, focus, consistency, coherence, visual appeal) of expository text.</p>

ENGLISH LANGUAGE ARTS ALIGNMENT OF 2010 STANDARDS TO ARIZONA 1996, 2003, and 2004 STANDARDS

Examples and Explanations from ADE/ELA Committee and commoncore.org

Grades 11-12

2010 Reading Standards for Informational Text 6-12		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Craft and Structure		Strands, Concepts, and Performance Objectives
<p>11-12.RI.4 Determine the meaning of words and phrases as they are used in a text, 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 (e.g., how Madison defines faction in Federalist No. 10).</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A & B for Text Complexity</p> <p>In this standard, students will focus on how an author’s specific word choices impact the text (e.g., formal and informal tone, voice) to support the author’s purpose; this includes how to infer word meanings from context (e.g., example, restatement) and how to distinguish between the denotative and connotative meanings of words.</p> <ul style="list-style-type: none"> • Students will recognize that word choice conveys intended and unintended meanings for readers and can effect readers in different ways depending on the context. • Students read an essay in which an author explores a word fully, including multiple meanings and literal and figurative meanings. • Students read an essay by William Safire and identify how the author analyzes the deeper meaning of words, especially contemporary languages shifts (e.g., “blogging” or “texting” as a verb as well as a way of life). • Students read an editorial to determine the tone of the writer using SOAPSTone (Subject, Occasion, Audience, Purpose, Speaker, and Tone) • Students compare two texts with similar themes, for example, Martin Luther King Jr’s “Letter from Birmingham Jail” and Malcolm X’s “The Ballot or the Bullet” to determine specific tones for each based on the way that language is manipulated. <p style="text-align: center;">Source: commoncore.org</p> <p>Essay Grade 11 Unit 2 Write an essay in which you explain Madison’s use of the term “faction” in <i>Federalist</i> No. 10. Use at least three pieces of textual evidence to support an original thesis statement. (RI.11-12.4, W.11-12.2, W.11-12.9)</p>	<p>R09-10.S1C4.02 Infer word meanings from context (e.g., definition, example, restatement, comparison/contrast, cause/effect). R09.S1C4.03 Distinguish between denotative and connotative meanings. R10.S1C4.03 Determine how the meaning of the text is affected by the writer’s word choice (e.g., literal vs. figurative language, idioms, adages). R11-12.S1C4.01 Draw inferences about meanings of new vocabulary, based on knowledge of linguistic roots and affixes (e.g., Latin, Greek, Anglo-Saxon). R11-12.S1C4.02 Identify the meaning of metaphors based on literary allusions and conceits.</p>

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 Examples and Explanations from ADE/ELA Committee and commoncore.org
 Grades 11-12

2010 Reading Standards for Informational Text 6-12		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Craft and Structure		Strands, Concepts, and Performance Objectives
<p>11-12.RI.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.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A & B for Text Complexity</p> <p>The standard looks at a variety of structures that an author might utilize to make a clear, convincing, and engaging point.</p> <ul style="list-style-type: none"> • Students will analyze how organizational patterns (e.g., chronological, compare/contrast, problem-solution, cause-and-effect, etc.), use of language, and word choice work together to create a complex whole. • Students will create an electronic or paper outline of a given text to analyze the problem/solution structure of that text. • Students will create an electronic or paper timeline for a given text to analyze the chronological structure of that text. • Students will create an electronic or paper Venn diagram to analyze the compare/contrast structure of that text. <p>Connections: ETHS.S1C2, ETHS.S2C1</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Seminar and Essay Grade 12 Unit 1 Explain how Saint Augustine attempts to resolve a paradox in Book XI of the <i>Confessions</i>. Is his resolution convincing? Why or why not? (RI.11-12.5, W.11-12.1, SL.11-12.1, SL.11-12.3)</p>	<p>R11.S3C2.01 Analyze the structures of functional text (e.g., their format, graphics and headers) to determine how authors use these features to achieve their purposes.</p> <p>R11.S3C3.01 Analyze the power, validity, and truthfulness of the arguments advanced in persuasive text.</p> <p>R11.S3C3.02 Evaluate the arguments an author uses in a document to refute opposing arguments and address reader concerns.</p> <p>R12.S3C2.01: Analyze how the patterns of organization, hierarchic structure, repetition of key ideas, syntax, and word choice influence the clarity and understandability of functional text.</p> <p>R12.S3C3.02 Evaluate the effectiveness of an author’s use of rhetorical devices in a persuasive argument.</p>

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2010 Reading Standards for Informational Text 6-12		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Craft and Structure		Strands, Concepts, and Performance Objectives
<p>11-12.RI.6 Determine 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 beauty of the text.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A & B for Text Complexity</p> <p>This standard asks students to critique and evaluate how an author crafts an intended effect on an audience; appeals to audience emotions, interests, values, and beliefs; and uses reasoning and evidence to achieve specific purposes for an intended audience.</p> <ul style="list-style-type: none"> • Students use “SOAPSTone” (Subject, Occasion, Audience, Purpose, Speaker, and Tone) and “FIDDS” (Figurative Language, Imagery, Diction, Detail, and Syntax) to analyze author’s exposition or argument. • Students use one or more of the rhetorical triangles (speaker/subject/message and logos/ethos/pathos) to analyze author’s exposition or argument. • Students identify unsupported inferences or fallacious reasoning in arguments. • Students evaluate persuasive sources for adherence to ethics. • Students analyze the power, validity, and truthfulness of the arguments advanced in persuasive text. • Students evaluate the merit of an argument, action, or policy by citing evidence offered in the material itself and by comparing the evidence with information available in other sources. 	<p>R11.S3C3.02 Evaluate the arguments an author uses in a document to refute opposing arguments and address reader concerns.</p> <p>R12.S3C3.02 Evaluate the effectiveness of an author’s use of rhetorical devices in a persuasive argument.</p>

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2010 Reading Standards for Informational Text 6-12		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Integration of Knowledge and Ideas		Strands, Concepts, and Performance Objectives
<p>11-12.RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A & B for Text Complexity</p> <p>This standard focuses on student’s abilities to evaluate various informational texts with representations of the text in other media.</p> <ul style="list-style-type: none"> • Students will compare and contrast multiple sources on the same topic in order to develop a case based upon differences in evidence, reasoning, assumptions, purposes, beliefs, biases, and arguments. • Students will use at least four sources (e.g., advertisement, data chart, editorial, and essay) to answer a question (e.g., How are romance and dating viewed in contemporary society?). Possible texts could be James Thurber’s “The Princess and the Tin Box”; <i>What Jane Austen Ate and Charles Dickens Knew</i> by David Pool; a letter to an advice columnist; and an advertisement that reflects dating in today’s society. 	<p>R11.S3C1.04 Compare (and contrast) readings on the same topic, by explaining how authors reach the same or different conclusions based upon differences in evidence, reasoning, assumptions, purposes, beliefs, or biases.</p> <p>R12.S3C1.04 Compare (and contrast) readings on the same topic, by explaining how authors reach the same or different conclusions based upon differences in evidence, reasoning, assumptions, purposes, beliefs, biases, and argument.</p> <p>R12.S3C3.01 Evaluate the merit of an argument, action, or policy by citing evidence offered in the material itself and by comparing the evidence with information available in other sources.</p>

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 Grades 11-12

2010 Reading Standards for Informational Text6-12		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Integration of Knowledge and Ideas		Strands, Concepts, and Performance Objectives
<p>11-12.RI.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A & B for Text Complexity</p> <ul style="list-style-type: none"> • Teachers consider U.S. texts such as <i>The Federalist Papers</i> by Alexander Hamilton, James Madison, and John Jay; presidential addresses; the U.S. Constitution; the Bill of Rights; etc. • Students will have a working knowledge of the format of legal arguments/opinions and briefs. Students will comprehend legal vocabulary. • Students will deconstruct the argument/opinion/brief as well as Constitutional documents in order to explain why a judge ruled the way s/he did. This will involve basic analysis of the law. • Students will have a basic understanding of the historical context of each case. • Students will analyze landmark cases such as <u>Marbury v. Madison</u>, <u>Tinker v. Des Moines</u>, <u>Brown v. Board of Education</u>, <u>Gideon v. Wainwright</u>, <u>Roe v. Wade</u>, <u>Dred Scott v. Sandford</u>, <u>Hazlewood v. Kuhlmeier</u>, <u>McCulloch v. Maryland</u>, <u>Miranda v. Arizona</u>, <u>Plessy v. Ferguson</u>, etc. Suggested key legal vocabulary: appeal, appellate, argument, Bill of Rights, circuit, constitutional, decision, dissent, district, First Amendment, free speech, a justice, majority, opinion, petition, plaintiff, precedent, upheld. <p>Connections: SSHS.S3C4.01, SSHS.S3C2</p>	<p>R11.S3C3.02 Evaluate the arguments an author uses in a document to refute opposing arguments and address reader concerns.</p> <p>R12.S3C3.04 Evaluate persuasive sources for adherence to ethics.</p>

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Grades 11-12

2010 Reading Standards for Informational Text 6-12		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Integration of Knowledge and Ideas		Strands, Concepts, and Performance Objectives
<p>11-12.RI.9 (continued next page) Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</p>	<p>Source: ADE/ELA Committee See Appendices A & B for Text Complexity</p> <p>The intent of this standard is for students to compare themes of a variety of works from different centuries to analyze how the theme reflects the era.</p> <ul style="list-style-type: none"> • Students will identify the purpose of particular U.S. documents as well as their rhetorical structure. The study of American Literature is relevant to the future as well as the past. • Students will look at the rhetorical features to determine if the intent of the document is to persuade, inform, or entertain. Rhetorical devices would include figurative language, allusion, tone, point of view, organizational style, diction, irony, mood, etc. • Students use “SOAPStone” (Subject, Occasion, Audience, Purpose, Speaker, and Tone) and “FIDDS” (Figurative Language, Imagery, Diction, Detail, and Syntax) to analyze author’s exposition or argument. • Students use one or more of the rhetorical triangles (speaker/subject/message and/or logos/ethos/pathos) to analyze author’s exposition or argument for purpose, theme, and for rhetorical devices. • Students compare themes of documents from different eras. <p>Source: commoncore.org</p> <p>Seminar and Essay Grade 11 Unit 2 Do the Declaration of Independence and the Constitution share similar tones? Why or why not? Use at least three pieces of textual evidence to support an original thesis statement. (RI.11-12.9, W.11-12.9, SL.11-12.1)</p>	<p>R11-12.S2C2.01 Describe the historical and cultural aspects found in cross-cultural works of literature.</p> <p>R12.S3C3.02 Evaluate the effectiveness of an author’s use of rhetorical devices in persuasive argument.</p> <p>R11.S3C1.01 Critique the consistency and clarity of the text’s purposes.</p> <p>R11.S3C1.02 Distinguish among different kinds of evidence used to support conclusions (e.g., logical, empirical, anecdotal).</p> <p>R11.S3C1.03 Make relevant inferences by synthesizing concepts and ideas from a single reading selection.</p> <p>R11.S3C1.04 Compare (and contrast) readings on the same topic, by explaining how authors reach the same or different conclusions based upon differences in evidence, reasoning, assumptions, purposes, beliefs, or biases.</p> <p>R12.S3C1.01 Critique the effectiveness of the organizational pattern (e.g., logic, focus, consistency, coherence, visual appeal) of expository text.</p> <p>R12.S3C1.02 Determine the accuracy and truthfulness of one source of information by examining evidence offered in the material itself and by referencing and comparing the evidence with information available from multiple sources.</p>

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2010 Reading Standards for Informational Text 6-12		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Integration of Knowledge and Ideas		Strands, Concepts, and Performance Objectives
11-12.RI.9 (continued)		R12.S3C1.04 Compare (and contrast) readings on the same topic, by explaining how authors reach the same or different conclusions based upon differences in evidence, reasoning, assumptions, purposes, beliefs, biases, and argument. R12.S3C1.05 Identify an author's implicit and stated assumptions about a subject, based upon evidence in the selection.

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2010 Reading Standards for Informational Text 6-12		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Range of Reading and Level of Text Complexity		Strands, Concepts, and Performance Objectives
<p>11-12.RI.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–12 CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (continued next page) AZ.11-12.RI.10 a. By the end of grade 11, read and comprehend informational and functional text, including history/social studies, science, and technical texts, in the grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A & B for Text Complexity</p> <p>This standard asks students to read and comprehend appropriately complex informational and functional text at or above grade level.</p> <ul style="list-style-type: none"> Teachers will incorporate diverse genres which demonstrate various levels of complexity. Teachers will incorporate a variation of literature circles for informational text, directed reading-thinking activities, S (Survey) Q (Questions) 3R (Review, Recite, Repeat), graphic aids, think and read-aloud stories, and other active reading strategies to help students understand text. Teachers can reference Appendix B from the Common Core Standards document for ELA. Teachers use their adopted anthologies and diverse texts to find selections for nonfiction text. Teachers use formative and summative assessments to determine reading comprehension of students. Students employ a variety of critical reading strategies such as questioning, clarifying, predicting, summarizing, annotating, etc., to comprehend complex text. Students use electronic or paper reading response journals, graphic organizers and Cornell notes to enhance understanding. <p>Connections ETHS.S2C1</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Essay and Seminar Grade 11 Unit 4 Choose two women from among the works studied and compare and contrast their life experiences, noting the ways in which they either exemplified or were an exception to the times in which they lived. Use at least three pieces of evidence from the texts to support an original thesis statement. (RL.11-12.1, RI.11-12.10, W.11-12.1, W.11-12.9)</p>	<p>R03.S1C5.01 Consistently read grade-level text with at least 90 percent accuracy.</p> <p>R11-12.S1C5.01 Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).</p> <p>R11-12.S1C6.01 Predict Text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).</p> <p>R11-12.S1C6.02 Generate clarifying questions in order to comprehend text.</p> <p>R11-12.S1C6.03 Use graphic organizers in order to clarify the meaning of the text.</p> <p>R11-12.S1C6.04 Connect information and events in text to experience and to related text and sources.</p> <p>R11-12.S1C6.05 Apply knowledge of organizational structures (e.g., chronological order, time sequence order, cause and effect relationships, logical order, classification schemes, problem solution) of text to aid comprehension.</p>

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Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Range of Reading and Level of Text Complexity		Strands, Concepts, and Performance Objectives
<p>11-12.RI.10 (continued) By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</p> <p>AZ.11-12.RI.10 b. By the end of grade 12, read and comprehend informational and functional text, including history/social studies, science, and technical texts, at the high end of the grades 11-12 text complexity band independently and proficiently.</p>		

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Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Text Types and Purposes		Strands, Concepts, and Performance Objectives
<p>11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (continued next page) 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 style="text-align: center;">Source: ADE/ELA Committee</p> <p>The purpose of argument and persuasive writing is to influence readers to take a particular action or to think in a particular way.</p> <ul style="list-style-type: none"> • Students will write diverse texts with a specific purpose (e.g., persuasive essays, letters, debates, speeches, documents based on a thesis designed to convince, influence, or sway, etc.) and will support their claims with clear reasons and relevant evidence. • Students will acknowledge and refute opposing arguments when writing an argument paper. • Students will state a claim/opinion and provide evidence for that claim/opinion using a specific format for structure. • Students write a public service announcement persuading citizens to vote. • Students write a letter to the editor about a community issue (e.g., teen curfew laws, racial profiling, and affirmative action) asking for a change in policy. • Students research and write about a controversial local, national, or global issue, establishing a claim, addressing opposition, and supporting the claim with valid evidence. <p>Connections: SC.HS.S1C1, SS.HS.S5C1.05</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Seminar and Essay Grade 12 Unit 1 “To what degree does medieval literature regard human existence as secondary to the divine?” Use textual evidence from one of the texts read in this unit to support an original, concise thesis statement. (RL.11-12.2, W.11-12.1, SL.11-12.1, SL.11-12.3)</p>	<p>See Writing Addendum: Writing Elements WHS.S2</p> <p>W11-12.S3C4.01 Write a persuasive composition (e.g., speech, editorial, letter to the editor, public service announcement) that:</p> <ol style="list-style-type: none"> a. states a position or claim b. presents detailed evidence, examples, and reasoning to support effective arguments and emotional appeals c. attributes sources of information when appropriate d. structures ideas; acknowledges and refutes opposing arguments

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2010 Writing Standards 6-12		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Text Types and Purposes		Strands, Concepts, and Performance Objectives
<p>11-12.W.1 (continued)</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>(continued next page)</p>		

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2010 Writing Standards 6-12		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Text Types and Purposes		Strands, Concepts, and Performance Objectives
<p>11-12.W.1 (continued)</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>		

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Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Text Types and Purposes		Strands, Concepts, and Performance Objectives
<p>11-12.W.2 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. (continued next page) 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 (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>		<p>See Writing Addendum: Writing Elements WHS.S2</p> <p>R11-12.S3C2.01: Analyze how the patterns of organization, hierarchic structures, repetition of key ideas, syntax, and word choice influence the clarity and understandability of functional text.</p>

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2010 Writing Standards 6-12		
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Text Types and Purposes		Strands, Concepts, and Performance Objectives
<p>11-12.W.2 (continued)</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>(continued next page)</p>	<p style="text-align: center; font-size: 4em; opacity: 0.3; transform: rotate(-30deg);">DRAFT</p>	

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2010 Writing Standards 6-12		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Text Types and Purposes		Strands, Concepts, and Performance Objectives
<p>11-12.W.2 (continued)</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 (e.g., articulating implications or the significance of the topic).</p>		

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2010 Writing Standards 6-12		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Text Types and Purposes		Strands, Concepts, and Performance Objectives
<p>11-12.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (continued next page) 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, introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <ul style="list-style-type: none"> • Students will discern the difference between personal narrative (writer shares events from personal experience) and creative non-fiction (writer creates events, possibly based on personal experience). Expressive writing includes personal narratives, creative non-fiction, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events. • Students choose the appropriate format in their writing to incorporate plot development, figurative language, rhythm, dialogue, and characterization. • Students employ R.A.F.T.S. (Role, Audience, Format, Topic/thesis, Strong verbs) in their writing to establish focus and appropriate tone. • Students write a myth to explain a natural phenomenon using literary devices (e.g., irony, conceit, flashback, foreshadowing, symbolism, allusion) to enhance style and voice. • Students write a sonnet, incorporating literary elements. • Students write a fictional memoir from a historical time period, incorporating essential historical and literary elements. • Students write a new version of a traveler’s tale, after reading from Geoffrey Chaucer’s <i>The Canterbury Tales</i>. • Students write a contemporary version of “The Raven” by Edgar Allen Poe. <p>Connections: SSHS.S1 and S2</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Essay Grade 11 Unit 3 Write a narrative essay in the style of <i>Walden</i> by Henry David Thoreau. (W.11-12.3, W.11-12.9)</p>	<p>See Writing Addendum: Writing Elements WHS.S2</p> <p>W11.S3C1.01 Write in a variety of expressive forms (e.g., poetry, short story, and/or drama) that:</p> <ol style="list-style-type: none"> a. uses voice and style appropriate to audience and purpose b. organizes ideas in writing to ensure coherence, logical progression, and support c. employs literary devices (e.g., irony, conceit, foreshadowing, symbolism) to enhance style and voice <p>W12.S3C1.01 Write in a variety of expressive forms (e.g., poetry, fiction, autobiography, narrative, and/or drama) that:</p> <ol style="list-style-type: none"> a. uses voice and style appropriate to audience and purpose b. organizes ideas in writing to ensure coherence, logical progression, and support c. employs literary devices (e.g., irony, conceit, flashback, foreshadowing, symbolism, allusion) to enhance style and voice

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Text Types and Purposes		Strands, Concepts, and Performance Objectives
<p>11-12.W3 (continued)</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 (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>c. 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>d. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>		

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2010 Writing Standards 6-12		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Production and Distribution of Writing		Strands, Concepts, and Performance Objectives
<p>11-12.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>AZ11-12.W.4a Produce clear and coherent functional writing (e.g., formal letters, envelopes, application, minutes, memo, cover letter, letter of application, speaker introduction, request for a letter of recommendation, technical directions, resume, application essay, captions) in which the development organization and style are appropriate to task, purpose, and audience.</p>	<p>Source: ADE/ELA Committee</p> <p>The intent of this standard is to focus on the elements of effective writing for a variety of purposes. Throughout the process, students will reflect on their own writing skills, identify and set goals, and evaluate their own progress.</p> <ul style="list-style-type: none"> • Students write a memo to explain changes being considered within an organization providing specific details and a thorough explanation. • Students use electronic or paper graphic organizers (chronological, cause/effect, compare/contrast, problem/solution, etc.) to establish organization for a letter to the editor addressing changes in teenage driving laws. • Students use appropriate sentence fluency, word choice, and voice to write a résumé. • Students use appropriate organizational skills to develop a how-to text for being successful in high school, incorporating specific ideas and details. <p>Connection: ETHS.S2C1</p>	<p>See Writing Addendum: Writing Elements WHS.S2</p> <p>W11-12.S3C3.01 Write a work-related document (e.g., application, minutes, memo, cover letter, letter of application, speaker introduction, letter of recommendation, technical manual) that:</p> <ol style="list-style-type: none"> presents information purposefully and succinctly to meet the needs of the intended audience follows a conventional format

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Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Production and Distribution of Writing		Strands, Concepts, and Performance Objectives
<p>11-12.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>The intent of this standard is to reinforce the major steps of the writing process. While all steps are needed and used by effective writers as they compose text, different skills may be emphasized in individual assignments. These steps may be used recursively as a piece moves toward completion. Throughout the process, students will reflect on their own writing skills, set goals, and evaluate their own progress.</p> <ul style="list-style-type: none"> • Students use RAFTS (Role, Audience, Format, Topic/Thesis, Strong verbs) to create focus and appropriate tone for a specific text. • Students will use an electronic or paper web organizer to brainstorm ideas for writing. • Students will use three different colors, electronically or on paper, to highlight portions of a first draft in order to visualize organization, word choice, and sentence fluency. Students will use color one to highlight thesis/opening statement and concluding sentence(s). Students will use color two to highlight all being verbs (is, are, am, were, etc.). Students will use color three to highlight the first word in each sentence. Students will use the highlighted text to revise for improved organization, word choice, and sentence fluency. • Students will share essays in peer-editing groups to obtain feedback for revision based on the six traits of writing. <p>Connection: ETHS-S2C1</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Seminar and Essay Grade 12 Unit 3 Analyze “The Flea” by John Donne. Why is it considered metaphysical poetry? How does it use irony to convey its message? Is it a poem of logic or of emotion? Use textual evidence to discuss and write or original, concise thesis statement. (W.11-12.5, W.11-12.7)</p>	<p>See Writing Addendum: Writing Process WHS.S1 Writing Elements WHS.S2</p>

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Production and Distribution of Writing		Strands, Concepts, and Performance Objectives
<p>11-12.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>This standard focuses on the use of media literacy by determining purpose, investigating audience characteristics, and selecting an appropriate media channel. These choices should guide topic selection, message development, word choice, design and development of production elements, and the creation and selection of visual images.</p> <ul style="list-style-type: none"> • Students will consider strategies for creating well-reasoned messages, making emotional appeals, and building credibility when developing a media communication. • Students will participate in discussion boards to obtain feedback from teachers and/or students on student-generated texts. Students will access the Internet to gather additional information as evidence and support for student-generated texts. • Students will participate in Web quests to guide the students to appropriate sites. • Students will produce multi-media projects incorporating effective writing and presentation styles (e.g., PowerPoint, Smart Notebook Documents, Moviemaker, etc.). • Students will create scripts to accompany “movie” projects. <p>Connections: ETHS.S2C1, ETHS.S2C2.01, ETHS.S6C2.05</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Oral Presentation Grade 11 Unit 4 Create a multimedia presentation that summarizes one of the novels you’ve read and present questions that you think the novel raises about its uniquely American themes. (RL.11-12.1, W.11-12.6, SL.11-12.5)</p>	<p>See Writing Addendum: Writing Process WHS.S1</p> <p>VP.P2 Plan, organize, develop, produce and evaluate an effective multimedia presentation, using tools such as charts, photographs, maps, tables, posters, transparencies, slides and electronic media.</p>

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Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Research to Build and Present Knowledge		Strands, Concepts, and Performance Objectives
<p>11-12.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>This standard focuses on the research/writing process. Students will learn how to locate and incorporate evidence to support a thesis or claim, integrate information from two or more pieces of research information while using direct quotes, paraphrasing, and/or internal citations correctly. Students learn to focus the research question by considering whether the thesis/claim is relevant, interesting, and/or meaningful to the audience; they must also consider whether the research thesis/claim is logical.</p> <ul style="list-style-type: none"> • Students, electronically or on paper, generate data (such as interviews, observations, and surveys) in order to further a thesis or claim. • Students access appropriate Internet sources, books, magazines, newspapers, and documentaries in order to further a thesis or claim. • Students will write a research report about inventions that were first mentioned in science fiction novels or movies and later became scientific reality. • Students will choose a post-secondary institution and research its relevance to their individual goals. <p>Connections: SSHS.S1C1, SSHS.S2C1, ETHS.S2C1</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Research Paper Grade 12 Unit 1 Does the term “dark ages” accurately describe the Middle Ages? Use primary and secondary sources from this unit or outside of the unit to support an original, concise thesis statement to answer the question. (RL.11-12.1, W.11-12.1, W.11-12.7, W.11-12.8)</p>	<p>W11-12.S3C6.01 Write a research product that:</p> <ol style="list-style-type: none"> a. incorporates evidence in support of a thesis or claim b. integrates information and ideas from multiple primary and secondary sources c. makes distinctions between the relative value and significance of specific data, facts, and ideas d. includes visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate e. integrates direct quotes f. uses internal citations includes a works cited, bibliography, or reference page (partial alignment: lacking scope of inquiry) <p>LS.P4 Conduct an interview taking appropriate notes and summarizing the information learned.</p>

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Research to Build and Present Knowledge		Strands, Concepts, and Performance Objectives
<p>11-12.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <ul style="list-style-type: none"> • Teachers will direct students in paraphrasing and summarizing activities such as “Boil it Down.” • Students will access a variety of sources for use in developing research. • Students will use appropriate citation format to incorporate internal citations and to cite sources, (i.e., MLA, APA). • Students will understand the difference between paraphrase and direct quotation and use both correctly to avoid plagiarism. • Students will also evaluate the relevance, credibility, and quality of all sources. • Students will use an electronic or paper source evaluation form to evaluate a web page for relevance, credibility, and quality. • Students will use an on-line writing lab to create and appropriately format a works-cited page and/or bibliography. • Students are directed to read and summarize a text in 15 sentences. They then reduce the text to five to six sentences. Finally, they reduce the text to one or two sentences that reflect the main idea of the text. <p>Connections: ETHS.S2C1</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Research Paper Grade 12 Unit 1 Answer the essential question: “How does medieval literature suggest a preoccupation with both divine and earthly existence?” Use primary and secondary sources from this unit or outside of the unit to support an original thesis statement to answer the question. (RL.11-12.1, W.11-12.1, W.11-12.7, W.11-12.8)</p>	<p>See Writing Addendum: Writing Elements WHS.S2</p> <p>W11.12.S3C6.01 Write a research product that:</p> <ol style="list-style-type: none"> a. incorporates evidence in support of a thesis or claim b. integrates information and ideas from multiple primary and secondary sources c. makes distinctions between the relative value and significance of specific data, facts, and ideas d. includes visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate e. integrates direct quotes f. uses internal citations includes a works cited, bibliography, or reference page

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Research to Build and Present Knowledge		Strands, Concepts, and Performance Objectives
<p>11-12.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (continued next page) a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.”).</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>This standard focuses on students using literary and/or informational texts to support their own analysis, and/or reflections, and/or research. For literary analysis, and/or reflection and/or research, students will craft a working interpretation of a text (taking into account the genre) that offers a thoughtful, interpretive claim, connects effective supporting evidence from both the text and outside sources, develops a coherent and smooth progression of ideas, and draws an appropriate conclusion.</p> <ul style="list-style-type: none"> • Students will write an essay comparing and contrasting the realities of war as presented in “Dulce Et Decorum Est” by Wilfred Owen and <i>All Quiet on the Western Front</i> by Erich Maria Remarque. • Students will write an essay about F. Scott Fitzgerald’s use of symbolism in <i>The Great Gatsby</i>. • Students will write an analysis of the school’s service learning program to identify whether or not it is effective. • Students will write an analysis of a proposed state bill under consideration for passage by the Arizona Legislature. <p>Connection: SSHS.S3C2</p> <p>Research Paper Grade 11 Unit 2 Select one of the texts studied and write a research paper in which you trace the enduring significance of the work through contemporary American history. Cite at least three secondary sources to support an original thesis statement. (W.11-12.7, W.11-12.8, W.11-12.9).</p> <p>Essay Grade 11 Unit 2 Imagine that you are an early American colonist. Write a letter to a family member or friend persuading him or her to join your fight for American independence. Use at least three pieces of textual evidence to support an original thesis statement. (W.11-12.1, W.11-12.9)</p> <p style="text-align: center;">Source: commoncore.org</p>	<p>R11.S3C3.01 Analyze the power, validity, and truthfulness of the arguments advanced in persuasive text.</p> <p>W11.S3C5.01 Write a literary analysis that:</p> <ol style="list-style-type: none"> a. evaluates the author’s use of literary elements (i.e., theme, point of view, characterization, setting, plot) b. interprets different elements of figurative language (i.e., simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery, extended metaphor/conceit) with emphasis on how the author’s use of language evokes readers’ emotions c. analyzes the way in which the theme, or meaning of a selection, represents a view or comment on life, providing textual evidence for the identified theme d. explains the writer’s use of irony, contradictions, paradoxes, incongruities, and ambiguities in a literary selection e. analyzes an author’s development of time and sequence through the use of complex literary devices such as foreshadowing and flashbacks

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Research to Build and Present Knowledge		Strands, Concepts, and Performance Objectives
<p>11-12.W.9 (continued)</p> <p>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning. [e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses]”).</p> <p>(continued next page)</p>	<p>11-12.W.9 (continued)</p> <p>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning. [e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses]”).</p>	<p>f. explains how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), and graphic elements (e.g., line length, punctuation, word position)</p> <p>R12.S3C3.01 Evaluate the merit of an argument, action, or policy by citing evidence offered in the material itself and by comparing the evidence with information available in other sources.</p> <p>W12.S3C5.01 Write literary analyses that:</p> <p>a. evaluates the author’s use of literary elements (i.e., theme, point of view, characterization, setting, plot)</p> <p>b. interprets figurative language (i.e., personification, hyperbole, symbolism, allusion, imagery, extended metaphor/conceit, and allegory) with emphasis upon how the writer uses language to evoke readers’ emotions</p> <p>c. explains how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), graphic elements (e.g., line length, punctuation, word position)</p>

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Research to Build and Present Knowledge		Strands, Concepts, and Performance Objectives
11-12.W.9 (continued)		<ul style="list-style-type: none"> d. analyzes a writer’s word choice and imagery as a means to appeal to the reader's senses and to set the tone, providing evidence from the text to support the analysis e. describes the function of dialogue, scene design, soliloquies, asides, and/or character foils in dramatic literature f. compares literary texts that express a universal theme, providing textual evidence (e.g., examples, details, quotations) as support for the identified theme g. analyzes characteristics of subgenres (e.g., satire, parody, allegory) that overlap or cut across the lines of genre classifications such as poetry, novel, drama, short story, essay or editorial

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2010 Writing Standards 6-12		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Range of Writing		Strands, Concepts, and Performance Objectives
<p>11-12.W.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.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>This standard focuses on the student’s ability to effectively manage time in all writing situations from one-minute papers to extensive research projects, as well as to write on demand.</p> <ul style="list-style-type: none"> • Students will accomplish timed writing and/or on-demand writing of a variety of texts: essays, narratives, writing on demand, quick writes, free writes, and so on. 	<p>See Writing Addendum: Writing Process WHS.S1</p>

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 Grades 11-12

2010 Speaking and Listening Standards 6-12		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Comprehension and Collaboration		Strands, Concepts, and Performance Objectives
<p>11-12.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (continued next page) a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p>	<p style="text-align: center;">Source: commoncore.org</p> <p>Seminar and Essay Grade 12 Unit 1 Is the Wife of Bath from <i>The Canterbury Tales</i> by Geoffrey Chaucer a feminist? Use textual evidence to support an original, concise thesis. (RL.11-12.1, RL.11-12.3, SL.11-12.1, SL.11-12.4, W.11-12.2) Collaborate Grade 12 Unit 6 Reflect on seminar questions, take notes on your responses, and note the page numbers of the textual evidence you will refer to in your seminar and/or essay answers. Share your notes with a partner for feedback and guidance. Have you interpreted the text correctly? Is your evidence convincing? (RL.11-12.1, SL.11-12.1)</p>	<p>LS.R3 Share ideas, information, opinions and questions. LS.R5 Participate in group discussions. LS.D4 Evaluate and improve personal communication skills. LS.P2 Deliver an impromptu speech that is organized, addresses a particular subject and is tailored to the audience.</p>

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2010 Speaking and Listening Standards 6-12		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting Strands, Concepts, and Performance Objectives
Comprehension and Collaboration		
11-12.SL.1 (continued) b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspective.		
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2010 Speaking and Listening Standards 6-12

Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Comprehension and Collaboration		Strands, Concepts, and Performance Objectives
<p>11-12.SL.1 (continued) d. Respond thoughtfully to diverse perspectives; synthesize responses, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>		

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2010 Speaking and Listening Standards 6-12		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting Strands, Concepts, and Performance Objectives
Comprehension and Collaboration		Strands, Concepts, and Performance Objectives
11-12.SL.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	Source: commoncore.org Seminar and Essay Grade 12 Unit 3 Analyze “To Daffodils” and “To the Virgins to Make Much of Time” by Robert Herrick and “To His Coy Mistress” by Andrew Marvell. Compare the message and intention of each. Do these poems appeal to human emotion or human logic to convey their ideas? Use textual evidence from two or more poems to write a comparative essay. Be sure your thesis is specific, concise, and original. (W.11-12.5, W.11-12.7, SL.11-12.1, SL.11-12.2)	LS.P5 Evaluate the effectiveness of informal and formal presentations that use illustrations, statistics, comparisons and analogies. VP.P1 Analyze and evaluate visual media for language, subject matter and visual techniques used to influence attitudes, decision making and cultural perceptions. VP.P3 Analyze and evaluate the impact of visual media on the intended audience. VP.D1 Conduct research to evaluate the impact of language, subject matter and visual techniques used by media. VP.D3 Research ethical issues related to the laws, rules and regulations for the use of media.
11-12.SL.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	Source: commoncore.org Speech Grade 11 Unit 4 Recite “The Gettysburg Address” by Abraham Lincoln from memory. Include an introduction that discusses why the excerpt exemplifies America’s core conflicts and its finest values. (RI.11-12.9, SL.11-12.3)	LS.E4 Predict, clarify, analyze and critique a speaker’s information and point of view. LS.D4 Evaluate and improve personal communication skills.

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2010 Speaking and Listening Standards 6-12		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Presentation of Knowledge and Ideas		Strands, Concepts, and Performance Objectives
<p>11-12.SL.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.</p>	<p style="text-align: center;">Source: commoncore.org</p> <p>Seminar and Essay Grade 12 Unit 5 Some believe Victorians “invented” childhood through art and literature. Is childhood a product of nature and science, or is it socially invented? What qualities of childhood are illustrated by the children’s classics <i>Peter and Wendy</i> by J.M. Barrie or <i>The Adventures of Alice in Wonderland</i> by Lewis Carroll? What social conventions are these texts responding to? What literary devices are used to respond to the adult world of the Victorian era? Organize textual evidence to support an original, concise thesis statement. (RI.11-12.2, SL.11-12.4, W.11-12.1)</p>	<p>LS.P1 Deliver a polished speech that is organized and well suited to the audience and that uses resource materials to clarify and defend positions.</p> <p>VP.P2 Plan, organize, develop, produce and evaluate an effective multimedia presentation, using tools such as charts, photographs, maps, tables, posters, transparencies, slides and electronic media.</p> <p>LS.D1 Use clear and concise language when presenting analytical responses to literature, conveying technical information, and explaining complex concepts and procedures.</p> <p>LS.D3 Communicate information expressively, informatively and analytically through a variety of media to audiences inside or outside of school.</p>
<p>11-12.SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p style="text-align: center;">Source: commoncore.org</p> <p>Multimedia Presentation Grade 11 Unit 5 Make a formal multimedia presentation in which you define and discuss the Lost Generation in American literary history. Cite at least three sources. (RL.11-12.9, W.11-12.6, SL.11-12.5)</p> <p>Oral Presentation Grade 11 Unit 6 Play recordings of two poets reading their work. Make a presentation to the class about how their reading influences one’s interpretation of the poem (e.g., tone, inflection, pitch, emphasis, pauses, etc.). (RL.11-12.4, W. 11-12.6, SL.11-12.4, SL.11-12.5, SL.11-12.6)</p>	<p>LS.E4 Predict, clarify, analyze and critique a speaker’s information and point of view.</p> <p>LS.D3 Communicate information expressively, informatively and analytically through a variety of media to audiences inside or outside of school.</p> <p>VP.D2 Expand abilities in developing multimedia presentations.</p>

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2010 Speaking and Listening Standards 6-12		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Presentation of Knowledge and Ideas		Strands, Concepts, and Performance Objectives
<p>11-12.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p style="text-align: center;">Source: commoncore.org</p> <p>Speech Grade 12 Unit 3 Select a poem or excerpt from a longer poem and recite it from memory. Include an introduction that states:</p> <ul style="list-style-type: none"> • What is the excerpt from? • Who wrote it? • What kind of poetry does it exemplify and why? <p>(SL.11-12.6)</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Oral Commentary Grade 11 Unit 3 Students will be given an unseen passage from one of the other works by Hawthorne or Melville (teacher's choice) and asked to provide a ten-minute commentary on two of the following questions:</p> <ul style="list-style-type: none"> • What is the primary significance of this passage? • What are the poetic techniques used in this poem (or extracted from a poem)? Relate them to the content. • Which poetic techniques in this poem or extract from a poem are typical of the writer? • What are the effects of the dominant images used in this extract? • What do you think the important themes in this extract are? <p>(RL.11-12.1, SL.11-12.4, 6)</p>	<p>LS.E3 Interpret and respond to questions and evaluate responses both as interviewer and interviewee.</p> <p>LS.P1 Deliver a polished speech that is organized and well suited to the audience and that uses resource materials to clarify and defend positions.</p> <p>LS.P2 Deliver an impromptu speech that is organized, addresses a particular subject and is tailored to the audience.</p>

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 Grades 11-12

2010 Language Standards 6-12		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Conventions of Standard English		Strands, Concepts, and Performance Objectives
<p>11-12.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>Examples of contested usage issues include: whether sentence fragments are stylistic or inappropriate at the high school level; whether “I” should be used in persuasion; whether a sentence should be started with “because” or “and;” can “it” or “at” be used at the end of a sentence; split infinitives (e.g., “To boldly go where no man has gone before”).</p>	<p>See Writing Addendum Writing Elements W11-12.S2</p> <p>R10.S1C4.05 Determine the meanings pronunciations, contextually appropriate synonyms and antonyms, and correct spellings by using resources such as general and specialized dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.</p>

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 Examples and Explanations from ADE/ELA Committee and commoncore.org
 Grades 11-12

2010 Language Standards 6-12		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Conventions of Standard English		Strands, Concepts, and Performance Objectives
11-12.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.	<p style="text-align: center;">Source: ADE/ELA Committee</p> Examples pertaining to this standard include: whether or not a comma should be used in a series before and; appropriate use of semi-colon and colon; the difference between hyphens and dashes; appropriate punctuation for dialogue and parenthetical expressions; and correct use of ellipses.	See Writing Addendum: Writing Elements WHS.S2
Knowledge of Language		Strands, Concepts, and Performance Objectives
11-12.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	<p style="text-align: center;">Source: ADE/ELA Committee</p> The intent of this standard is for students to identify and incorporate a natural language fluency in reading and listening based on a variety of contexts and situations. <ul style="list-style-type: none"> • Students demonstrate awareness of writing standards that guide the structure of written text as presented in various style manuals. • Students demonstrate awareness of how text is developed (syntax, paragraphing, grammar and usage) in order to create meaning for the reader. • Students identify author’s purposeful use of syntax, paragraphing, grammar and usage to create uniquely developed paragraphs which demonstrate writer’s awareness of text organization. <p style="text-align: center;">Source: commoncore.org</p> Seminar and Essay Grade 12 Unit 1 Compare “The Monk’s Tale” in <i>The Canterbury Tales</i> by Geoffrey Chaucer with Dante’s story of Ugolino in “Cantos XXXII-XXXIII” of the <i>Inferno</i> , paying special attention to depiction of character. Use at least one critical source. Use textual evidence to support an original, concise thesis statement. (RL.11-12.3, SL.11-12.1, SL.11-12.4, W.11-12.2, W.11-12.7, L.11-12.3)	See Writing Addendum: Writing Elements WHS.S2 R10.S1C4.05 Determine the meanings, pronunciations, contextually appropriate synonyms and antonyms, and correct spellings by using resources such as general and specialized dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.

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2010 Language Standards 6-12		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Vocabulary Acquisition and Use		Strands, Concepts, and Performance Objectives
<p>11-12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (continued next page) 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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>The intent of this standard is for students to be able to identify meanings of unknown vocabulary words.</p> <ul style="list-style-type: none"> • Teachers incorporate vocabulary acquisition strategies such as the Frayer Model, graphical representation of words, vocabulary building games, root trees, etc. • Teachers incorporate lessons about effective use of dictionaries, thesauri, and glossaries. • Students create word walls for support of key academic vocabulary. • Students map etymology of words. • Students compare/contrast denotative and connotative meanings of words. • Students identify synonyms, antonyms, homonyms, idioms and puns. • Students identify words with Greek and Latin roots, prefixes and suffixes. • Students use context clues to identify the meaning of unknown words or phrases. • Students discuss abstract terms using prior knowledge and word associations. <p style="text-align: center;">Source: commoncore.org</p> <p>Seminar and Essay Grade 12 Unit 2 Read <i>Macbeth</i> by William Shakespeare and excerpts from <i>The Prince</i> by Machiavelli. How do Machiavelli’s principles apply to the play? What is Shakespeare saying about Machiavelli’s approach to attaining and maintaining political power? Consider the quote “it is better to be feared than to be loved.” Is this true for Macbeth? Use textual evidence from both texts to support an original, concise thesis statement.</p>	<p>R10.S1C4.02 Infer word meanings from context (e.g., definition, example, restatement, comparison/contrast, cause/effect). R10.S1C4.05 Determine the meanings, pronunciations, contextually appropriate synonyms and antonyms, replacement words and phrases, etymologies, and correct spellings of words by using resources such as general and specialized dictionaries, thesauri, or glossaries and CD-ROM and the Internet when available. R11.12-S1C4.01 Draw inferences about meaning of new vocabulary, based on knowledge of linguistic roots and affixes (e.g., Latin, Greek, Anglo-Saxon).</p>

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2010 Language Standards 6-12		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Vocabulary Acquisition and Use		Strands, Concepts, and Performance Objectives
<p>11-12.L.4 (continued)</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>		

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2010 Reading Standards for Literature 6-12		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Vocabulary Acquisition and Use		Strands, Concepts, and Performance Objectives
<p>11-12.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>In this standard, students analyze the impact of figurative language (e.g., formal and informal tone, voice) to support purpose; this includes literary devices (understatement, sensory details) and figurative language (personification, simile, symbolism, foreshadowing, metaphor, hyperbole, mood, allusion, irony, and paradox).</p> <ul style="list-style-type: none"> • Teachers provide direct instruction in understanding jargon, Elizabethan English, anachronisms, words derived from Greek and Roman myths, a word’s etymology, and the ability to recognize puns and idioms. • Students use accurate, specific, powerful words and phrases that effectively convey the intended message. • Students use vocabulary that is original, varied, and natural, using words that evoke clear images. <p style="text-align: center;">Source: commoncore.org</p> <p>Seminar and Essay Grade 11 Unit 5 What are the effects of the shifting point of view on the reader’s understanding of events in Faulkner’s <i>As I Lay Dying</i>? Why do you think Faulkner chose to tell the story from different points of view? Use at least three pieces of textual evidence to support an original thesis. (RL.11-12.3, RL.11-12.5, W.11-12.2, W.11-12.9a, L.11-12.5)</p>	<p>R09.S1C4.03 Distinguish between the denotative and connotative meanings of words.</p> <p>R10.S2C1.02 Analyze the author’s use of figurative language, including simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery in a literary selection.</p> <p>R10.S1C4.03 Determine how the meaning of the text is affected by the writer’s word choice (e.g., literal vs. figurative language, idioms, adages).</p> <p>R11-12.S2C1.02 Interpret figurative language, including, personification, hyperbole, symbolism, allusion, imagery, allusion, figures of speech, extended metaphor/conceit, and allegory with emphasis upon how the writer uses language to evoke readers’ emotions.</p>

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2010 Language Standards 6-12		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Vocabulary Acquisition and Use		Strands, Concepts, and Performance Objectives
<p>11-12.L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>This standard presents one way for students to understand that many content areas rely on student knowledge of Greek and Latin roots, prefixes, suffixes, and cognate words to determine meaning. Students incorporate vocabulary acquisition strategies such as the Frayer Model, graphical representation of words, vocabulary building games, root trees, etc. to identify cross-curricular connections.</p> <ul style="list-style-type: none"> • Students create word walls of key vocabulary to identify cross-curricular connections. • Students map etymology of words to identify cross-curricular connections. • Students compare/contrast denotative and connotative meanings of words to identify cross-curricular connections. 	<p>See Writing Addendum: Writing Elements WHS.S2</p> <p>R09-R12.S1C4 Acquire and use new vocabulary in relevant contexts.</p> <p>R09.S1C4.03 Distinguish between denotative and connotative words.</p> <p>R10.S1C4.01 Determine the meaning of vocabulary, using linguistic roots and affixes (e.g., Latin, Greek, Anglo-Saxon).</p> <p>R10.S1C4.02: Infer word meanings from context (e.g., definition, example, restatement, comparison/contrast, cause/effect).</p> <p>R10.S1C4.03: Determine how the meaning of text is affected by the writer’s word choice (e.g., literal vs. figurative language, idioms, adages).</p> <p>R10.S1C4.04: Identify the meaning of metaphors based on common literary allusions.</p> <p>R10.S1C4.05: Determine the meanings, pronunciations, contextually appropriate synonyms and antonyms, replacement words and phrases, etymologies, and correct spelling of words by using resources such as general and specialized dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.</p>