

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"> text to self (personal connections) text to world (social connection) 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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2010 Reading Standards for Literature 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>6.RL.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Students will be able to identify specific instances in the text to support a clear or inferential analysis of the text. Citations may be written or orally presented. Students paraphrase or quote directly from the literature to support their analysis or inference in a formal (e.g., paragraph, essay, literary response, summary, presentation, etc.) or informal (e.g., discussion, journal response, etc.) written or oral response to literature. Students read a piece of historical fiction and support the events using primary source documents. Connections: SS06.S1C1.05, ET06.S3C2.02</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Literature Response Grade 6 Unit 1 Discuss the elements of setting (e.g., time, place, environment) with your classmates. Find examples of how time, place, and environment are used in <i>Peter Pan</i>, by J.M. Barrie. Write your ideas on a sticky note before sharing ideas as a class. After the class discussion, look back in the text to find specific examples of how J.M. Barrie described Neverland and even how he described the Darling's home in England. Create a three-column chart (one column for each element of setting) in your journal. (RL.6.1, RL.6.3)</p>	<p>R06.S1C6.06 Apply knowledge of the organizational structures (e.g., chronological order, time-sequence order, cause and effect relationships) of text to aid comprehension.</p> <p>R06.S1C6.07 Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.</p>

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<p>6.RL.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Theme is an underlying message an author conveys in a story. Students will identify a theme or a central idea in a text. Students explain how different details in the text support the theme. Students summarize the theme or central idea without stating their own opinion. Students identify a theme or central idea of Louisa May Alcott’s <i>Little Women</i>. Students will be able to find examples in the novel that demonstrate the theme. While summarizing one theme of the novel, students refrain from using words indicating their opinion about the theme (e.g., I think, I believe, I agree, I disagree, this theme is the best, etc.).</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Graphic Organizer Grade 6 Unit 2 As you read a variety of myths and legends, keep track of the following information in your journal:</p> <ul style="list-style-type: none"> • Characters • Country of origin • Problem (that can’t be solved) • Setting • Title • Hero (who comes to solve the problem or explains the mystery) • Ending • Characteristics unique to this country’s folklore <p>Your teacher may ask you to share your responses with a partner before class discussion. Be sure to write down the page numbers of relevant information, or mark your book with sticky notes, so you can go back and cite the text during class discussion. (RL6.1, RL.6.2, RL.6.3)</p>	<p>R06.S2C1.02 Identify the theme in works of prose, poetry, and drama.</p> <p>R06.S3C1.02 Summarize the main idea and critical details of expository text, maintaining chronological or logical order.</p>

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<p>6.RL.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Students examine the events in a story or play. Students also examine how the characters react, change or grow as the plot develops. Students identify major and minor characters. Students define the elements of plot development – from exposition, rising action, climax, falling action to resolution. Students develop a plot map/plot mountain of a play or short story. Students describe how the main characters’ experiences, emotions, and relationships help them grow and change over the course of the events in the plot. Students examine a historical event or era and describe how society responded to change. Connection: SS06.S2C2</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Literature Response Grade 6 Unit 2 Outline how the plot of a myth, legend, tall tale, or pour quoi tale of choice unfolds in a series of episodes by creating a comic strip of key events. Be sure to include the characters, and how they respond or change as the plot moves towards the “happy ending.” Make note of page numbers each box refers to so you can go back and cite the text during class discussion, if needed. (RL.6.3)</p>	<p>R06.S2C1.01 Describe the plot and its components (e.g., main events, conflict, rising action, climax, falling action, resolution). R06.S2C1.03 Describe the motivations of major and minor characters.</p>

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<p>6.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Students interpret the meaning of unknown words and phrases within a given text. Students use a reference such as a dictionary to verify the meaning of unknown words. Students recognize the underlying meaning of a text as indicated by the word choice. Students may interpret the tone of the text as indicated by the words the author used.</p> <p>Students interpret the meanings of the words and phrases in the Navajo traditional poem, “Twelfth Song of Thunder,” to understand the underlying meaning and tone of the poem.</p> <p>After reading an excerpt from the Magna Charta or another relevant historical or legal document, students analyze the impact of specific word choices on meaning and tone.</p> <p>Connection: SS06.S2C5.01</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Word Study Grade 6 Unit 3</p> <p>Keep an index card file of words studied while reading about immigrant experiences. Keeping the words on index cards will help you when we sort words by prefix, suffix, root words, meaning, country of origin, spelling feature, etc. Just as we can trace the path of our ancestors, we can trace the path of words. Choose some words and trace back from modern-day uses of the words to their historical origins (e.g., culture, heritage, immigration, emigration, immigrant, endowment, lineage, racism, tolerance, legacy, ancestry, etc.) This will be an ongoing activity all year long. In addition, you will create an individual semantic map of the phrase “embracing heritage” in order to represent visually your understanding of this phrase. (RL.6.4, L.6.4)</p>	<p>R06.S1C4.02 Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).</p> <p>R06.S1C4.04 Determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry.</p> <p>R06.S2C1.06 Draw conclusions about the style, mood, and meaning of literary text based on the author’s word choice.</p> <p>R06.S2C1.07 Identify the characteristics and structural elements of poetry (e.g., stanza, verse, rhyme scheme, line breaks, alliteration, consonance, assonance, rhythm, repetition, figurative language).</p>

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<p>6.RL.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>	<p style="text-align: center;">Source: commoncore.org See Appendices A and B for Text Complexity</p> <p>“Deduction or Induction?” T-chart Graphic Organizer Grade 6 Unit 5 As you discuss how you solve mysteries and math problems, classify your approach as inductive or deductive.</p> <ul style="list-style-type: none"> • When do you use inductive reasoning? When do you use deductive reasoning? Why? • Where would you put each of these problem-solving approaches (e.g., Acting it out, role-playing, drawing a picture, making a list, working backwards, making educated guesses and checking how they work, drawing a web of facts, events, and characters, etc.)? • What strategies do your characters use (e.g., Reynis, Kate, Sticky, and Constance from <i>The Mysterious Benedict Society</i> by Trenton Lee Stewart and Carson Ellis)? <p>Your teacher may ask you to write your own response in your journal and share it with a partner before each section of the class chart is filled in. Be sure to make notes of page numbers with relevant information so you can go back and cite the text during class discussion. (RL.6.5, RI.6.4)</p>	<p>R06.S2C1.01 Describe the plot and its components (e.g., main events, conflict, rising action, climax, falling action, resolution).</p> <p>R06.S2C1.05 Analyze the influence of setting (e.g., time of day or year, historical period, place, situation) on the problem and resolution.</p> <p>R06.S2C1.07 Identify the characteristics and structural elements of poetry (e.g., stanza, verse, rhyme scheme, line breaks, alliteration, consonance, assonance, rhythm, repetition, figurative language).</p> <p>R07.S2C1.01 Analyze plot development (e.g., conflict, subplots, parallel episodes) to determine how conflicts are resolved.</p>

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Craft and Structure		Strands, Concepts, and Performance Objectives
<p>6.RL.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Students define different types of point of view (e.g., omniscient, first person, third person, objective, limited omniscient, etc.). Students will recognize and explain the narrator’s or speaker’s point of view in a particular text.</p> <p>Students will recognize the first person point of view of La Vaughn in Virginia Euwer Wolff’s novel, <i>Make Lemonade</i>. They will be able to cite examples showing La Vaughn’s point of view and her perspective on Jolly’s way of life as compared with her own.</p> <p>Students will be able to explain how a historical author (e.g., Plato, Socrates, Confucius, etc.) has developed point of view in a given text.</p> <p>Connection: SS06.S2C2.09</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Class Discussion Grade 6 Unit 1 In <i>Peter and the Starcatchers</i>, Dave Barry and Ridley Pearson wrote about what happened prior to the events in a well-known book, <i>Peter Pan</i> by J.M. Barrie. How do Barry and Pearson connect this story to the original? What elements and details are kept and which ones are left out? Your teacher may ask you to first write your own response in your journal and share it with a partner prior to discussing as a class. Be sure to write down the page numbers of relevant information, or mark your book with sticky notes, so you can go back and cite the text during class discussion. (SL.6.1, RL.6.1, RL.6.6)</p>	<p>R06.S2C1.04 Identify the narrative point of view (e.g., first person, third person, omniscient) in a literary selection.</p>

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<p>6.RL.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Students read a story, drama, or poem and either listen to an audio version or watch a filmed or live version of the same text. Students compare and contrast the two pieces to critique what they observe in each medium. They will notice what pieces of the text stand out when reading it as compared to watching and listening to it.</p> <p>As students read Louise Fletcher’s <i>Sorry Wrong Number</i>, they will discuss what elements, words, actions, and characters capture their attention. Students then view a film version or stage production of the play and discuss what captures their attention. Finally, students will then analyze both pieces to identify similarities and differences in their perceptions.</p> <p>Students read about a particular historical event or figure and then view a production about the same historical event or figure in order to compare and contrast their experience, the information, etc.</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Literature Response/Media Appreciation Grade 6 Unit 1 What does the phrase “I won’t grow up” mean to you? Based on the lyrics from the musical version of <i>Peter Pan</i>, what does growing up mean to Peter? Does this song include all aspects of growing up? Do you want to grow up? Your teacher may ask you to first write your own response in your journal and share it with a partner prior to discussing as a class. (RL.6.1) You may watch the “I Won’t Grow Up” scene from the movie and then discuss. (RL.6.7)</p>	<p>R06.S1C6.05 Connect information and events in text to experience and to related text and sources.</p> <p>VP.E1 Analyze visual media for language, subject matter, and visual techniques used to influence opinions, decision making and cultural perceptions.</p> <p>VP.E3 Compare, contrast, and establish criteria to evaluate visual media for purpose and effectiveness.</p>
<p>6.RL.8 (not applicable to literature)</p>		<p>n/a</p>
<p>6.RL.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. (continued next page)</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Students explain different literary forms (e.g., poems, stories, plays, novels, etc.) and genres (e.g., historical fiction, fantasy, fables, science fiction, mysteries, adventure, mythology, etc.). Students read two pieces of literature from different forms or in different genres with similar themes and topics. After reading both, students compare and contrast the two literary pieces’ approaches to the themes and topics.</p> <p>Students compare and contrast the approaches to the theme of isolation in Susan Glaspell’s one-act play “Trifles” and Maya Angelou’s poem “Caged Bird”.</p> <p>Students read poetry, drama, historical accounts, historical documents, articles, etc., about the Renaissance or another era to compare and contrast how different forms or genres approach the topic.</p> <p>Connection: SS06.S2C4</p>	<p>R06.S1C6.05 Connect information and events in text to experience and to related text and sources.</p> <p>R06.S2C1.08 Identify various genres of fiction (e.g. mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics.</p> <p>R06.S2C2.01 Describe the historical and cultural aspects found in cross-cultural works of literature.</p>

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<p>6.RL.9 (continued) Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	<p style="text-align: center;">Source: commoncore.org</p> <p>Class Discussion/Venn Diagram Grade 6 Unit 2 What are the similarities and differences you notice among myths, legends, tale tales, and pour quoi tales? Your teacher may ask you to write your own responses in your journal and share it with a partner before class discussion. After class discussion, create a Venn diagram in your journal that outlines the similarities and differences among three of the types of folklore. (SL.6.1, RL.6.9)</p>	<p>R06.S2C2.02 Identify common structures and stylistic elements in literature, folklore, and myths from a variety of cultures. R08.S2C1.02 Compare (and contrast) themes across works of prose, poetry, and drama. R09.S2C2.02 Compare (and contrast) classic works of literature that deal with similar topics and problems (e.g., individual and society, meaning of friendship, freedom, responsibility).</p>
Range of Reading and Level of Text Complexity		Strands, Concepts, and Performance Objectives
<p>6.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p style="text-align: center;">Source: commoncore.org</p> <p>Essay Grade 6 Unit 6 “Success is not a destination, it’s a journey.” Write an essay response to this quote from the perspective of an accomplished person you studied. Would he/she agree with this phrase? Why or why not? Cite specific details from your research. You may have the opportunity to talk about your ideas with a partner prior to writing, and then work with the same partner to revise and edit your paper after the first draft. Be prepared to record yourself reading your essay as a podcast. (RI.6.7, W.6.1, RL.6.10, RI.6.10)</p>	<p>R03.S1C5.01 Consistently read grade level text with at least 90 percent accuracy. R06.S1C5.01 Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression). R06.S1C6 Employ strategies to comprehend text. R06.S2C1.08 Identify various genres of fiction (e.g. mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics.</p>

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<p>6.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Students identify central idea as the underlying message suggested by an author in a piece of writing. Students identify one central idea in a text and then identify the details in the text that support the central idea. Then they will explain how the details express the central idea. Students summarize the text to identify a central idea along with supporting details. Summaries are objective and do not contain personal opinions or perspectives. Students write an objective summary about the central idea and supporting details in an article from National Oceanic and Atmospheric Administration’s (NOAA) National Weather Service Office of Meteorology on how people plan for and respond to drought. Students read an article relating to the structure of government (e.g., theocracy, dictatorship, republic, monarchy, democracy, anarchy, etc.). Students may identify the central idea of the article and identify supporting details. Students may then present a summary of the article. Students may read an informational article about a historically relevant topic (e.g., early civilizations, Renaissance, ancient Greece and Rome, etc.) to determine the central idea and provide an objective summary.</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Informational Text Response Grade 6 Unit 2 After reading folklore from a particular country, choose informational text about the country/culture of origin to read. What does the informational text tell you about a country/culture that folklore does not? Write your thoughts in your journal, and share your ideas with a partner. (RI.6.2, RI.6.4)</p>	<p>R06.S3C1.03 Distinguish fact from opinion in expository text, providing supporting evidence from text. R06.S3C1.09 Draw valid conclusions about expository text, supported by text evidence.</p>

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<p>6.RI.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Students identify central idea as the underlying message suggested by an author in a piece of writing. Students identify one central idea in a text and then identify the details in the text that support the central idea. Then they will explain how the details express the central idea. Students summarize the text to identify a central idea along with supporting details. Summaries are objective and do not contain personal opinions or perspectives. Students write an objective summary about the central idea and supporting details in an article from National Oceanic and Atmospheric Administration’s (NOAA) National Weather Service Office of Meteorology on how people plan for and respond to drought. Students read an article relating to the structure of government (e.g., theocracy, dictatorship, republic, monarchy, democracy, anarchy, etc.). Students may identify the central idea of the article and identify supporting details. Students may then present a summary of the article. Students may read an informational article about a historically relevant topic (e.g., early civilizations, Renaissance, ancient Greece and Rome, etc.) to determine the central idea and provide an objective summary.</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Informational Text Response Grade 6 Unit 2 After reading folklore from a particular country, choose informational text about the country/culture of origin to read. What does the informational text tell you about a country/culture that folklore does not? Write your thoughts in your journal, and share your ideas with a partner. (RI.6.2, RI.6.4)</p>	<p>R06.S3C1.01 Restate the main idea (explicit or implicit) and supporting details in expository text.</p> <p>R06.S3C1.02 Summarize the main idea and critical details of expository text, maintaining chronological or logical order.</p> <p>R06.S3C1.03 Distinguish fact from opinion in expository text, providing supporting evidence from text.</p> <p>R06.S3C1.04 Identify the author's stated or implied purpose(s) for writing expository text.</p>

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Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting g Strands, Concepts, and Performance Objectives
Key Ideas and Details		
<p>6.RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Students read a text and explain how the author introduces, illustrates and elaborates on a key individual, event or idea. Students identify specific examples, anecdotes, and facts to give support to their analysis. Students analyze in detail how the early years of Harriet Tubman (as related by author Ann Petry in <i>Harriet Tubman: Conductor on the Underground Railroad</i>) contributed to her later becoming a conductor on the Underground Railroad, attending to how the author introduces, illustrates, and elaborates upon the events in Tubman’s life. Students read historically accurate accounts of individuals, events, or ideas to analyze how the author elaborates by using examples or anecdotes.</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Genealogy/Multimedia Generations Project Grade 6 Unit 3 As a way for you to personalize immigrations stories, you are encouraged to learn about the countries from which your family immigrated. Interview three family members (or family friends) from different generations for this project, asking questions about significant aspects of their respective childhoods and growing up. The purpose of this project is to get perspectives from different generations within one family to show how we are shaped by the experiences we have and by the people we encounter. You will share what you learn in a multimedia format with the class, and upload it to the class webpage to facilitate sharing with family members far away. (RI.6.3, RI.6.7)</p>	<p>R06.S3C1 Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</p>

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Craft and Structure		Strands, Concepts, and Performance Objectives
<p>6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Students will interpret the meaning of words and phrases within a given text. Students will recognize and explain figurative language, connotative meanings, and technical meanings. Students determine the figurative and connotative meanings of words such as wayfaring, laconic, and taciturnity as well as of phrases such as hold his peace in John Steinbeck’s <i>Travels with Charley: In Search of America</i>. Students determine the meaning of words and phrases in a scientific article or text (e.g., tornados, hurricanes, sandstorms, droughts, flooding, etc.). Connections: SC06.S3C1.01 and 02</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Word Study Grade 6 Unit 2 Keep an index card file of words studied while reading various myths, legends, tall tales, or pour quoi tales. Keeping the words on index cards will help you when we sort words by prefix, suffix, root words, meaning, spelling feature, etc. Did you find words you recognize that are from the country/culture of the folklore read? How can word origins, or etymology, affect our understanding of the words? (Note: This will be an ongoing activity all year long.) (L.6.4, RI.6.4)</p>	<p>R06.S1C4.02 Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast). R06.S1C4.04 Determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry.</p>

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Craft and Structure		Strands, Concepts, and Performance Objectives
<p>6.RI.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Students will explain that knowledge of the organization and structure of a text helps to guide understanding of the text. Students will explain how the major sections contribute to the whole as well as to the development of the author’s ideas. Students will read a sentence, paragraph, or chapter and explain how it fits into the overall text. Students analyze how the sentence, “To no one will we sell, to none will we deny or delay, right or justice,” contributes to the purpose and ideas of the Magna Charta. Students analyze a historically significant, non-fiction text to understand the role particular sentences play in developing and refining a key concept. Connection: SS06.S2C5.01</p> <p style="text-align: center;">Source: commoncore.org</p> <p>“Just the Facts” Graphic Organizer Grade 6 Unit 5 You and your classmates will read different mysteries, keep track of this information in your journal, or mark your book with sticky notes, to facilitate class discussions:</p> <ul style="list-style-type: none"> • Title and author of your mystery • Each character’s name, his/her traits, and his/her role in the mystery • List of clues, including page numbers on which they are found • Make and revise predictions (Since mystery stories continually evolve, it is important to make predictions and return to them each time new evidence is found). • Solution <p>Your teacher may ask you to write your own response in your journal and share it with a partner before class discussion. (RI.6.4, RI.6.5)</p>	<p>R06.S3C1.08 Identify the organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order) of expository text.</p> <p>R06.S3C2.02 Identify the components (e.g., directions, legend, illustrations, diagram, sequences, bold face print, headings) of functional text.</p> <p>R06.S3C2.03 Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve a problem, to perform a procedure, to answer questions).</p>

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Craft and Structure		Strands, Concepts, and Performance Objectives
<p>6.RI.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Students recognize an author’s point of view or intended purpose for writing. Students identify the possible purpose the author had in creating the text and identify the possible audience the text seems to be addressing to develop a stronger understanding of the author’s point of view. Students select an article from National Geographic Explorer and identify the purpose of the article, the intended audience, and the details supporting the purpose. Article topics that connect with the Science and Social Studies Standards include how people respond to natural disasters (e.g., flash floods, dust storms, tornadoes, hurricanes, earthquakes, etc.), how scientists explore bodies of water (e.g., rivers, oceans, lakes, ponds, streams, etc.), and the effectiveness of solar energy. Students determine an author’s point of view or purpose in an article about a topic of interest (e.g., renewable and nonrenewable energy, fossil fuels, nuclear reactions, solar energy, etc.).</p> <p>Connections: SC06.S5C3.01, SS06.S4C3.01</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Introductory Activity/Class Discussion Grade 6 Unit 6 Your teacher will read <i>A is for Airplane: An Aviation Alphabet</i> by Mary Ann McCabe Riehle and/or <i>The Airplane Alphabet Book</i> by Jerry Pallotta to the class. How can picture books give you background information about topics that may be new to you? Were you surprised by the amount of information within an alphabet book? Talk with a partner about the answers to these questions, then write your own response in your journal. (RI.6.6, RI.6.7)</p>	<p>R06.S2C1.04 Identify the narrative point of view (e.g., first person, third person, omniscient) in a literary selection.</p> <p>R06.S3C1.04 Identify the author's stated or implied purpose(s) for writing expository text.</p>

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Integration of Knowledge and Ideas		Strands, Concepts, and Performance Objectives
<p>6.RI.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Students synthesize information presented in different formats (e.g., pictures, graphs, video, tables, maps, articles, essays, books, speeches, etc.) to develop a complete and logical understanding of a topic or issue.</p> <p>Students study the 2004 Indian Ocean Tsunami by reading the USGS article “Indian Ocean Earthquake Triggers Deadly Tsunami” (Bruce Jaffe, Eric Geist, Helen Gibbons) and viewing the video December 2004 Tsunami Disaster: Reports from Field Teams in Sumatra and Sri Lanka (USGS). Students take notes from both to develop a comprehensive, coherent understanding of the natural disaster.</p> <p>Students integrate information from a variety of sources (e.g., scientific experiment, text, video, website, etc.) to develop a coherent understanding of the topic.</p> <p>Connection: SC06.S1C3</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Research/Travel Brochure Grade 6 Unit 3 Conduct research on a country from which many immigrants to America came, drawing on several sources (e.g., print, digital, video, multimedia, etc.). Write a report or create a travel brochure that entices people to visit that country he/she came from. For the travel brochure, what should visitors learn that would increase understanding of how we are similar to and different from people of that country? Work with peers to get feedback and improve your report or brochure. (W.6.7, RI.6.7, RI.6.9)</p>	<p>R06.S1C6.05 Connect information and events in text to experience and to related text and sources.</p> <p>R06.S3C1.07 Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text.</p> <p>VP.E1 Analyze visual media for language, subject matter and visual techniques used to influence opinions, decision making and cultural perceptions.</p>

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Integration of Knowledge and Ideas		Strands, Concepts, and Performance Objectives
<p>6.RI.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Students identify the argument in a text. Students identify and specify the line of reasoning and key points in a text. Students differentiate between reasons and evidence that support the claims from those that do not. Using Winston Churchill’s “Blood, Toil, Tears and Sweat” address to Parliament, students may trace the line of argument used by Churchill to:</p> <ul style="list-style-type: none"> • evaluate his specific claims and opinions in the text and • distinguishing which claims are supported by facts, reasons, and evidence and those which are not. <p>Students evaluate the claims in a text to determine those supported by reasons and evidence and those that are not. Connection: ET06.S3C2.03</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Class Discussion Grade 6 Unit 3 Analyze various accounts of immigrant experiences, then identify and distinguish among facts, opinions, and reasoned judgments presented in texts. How do these sources combine to give you a better picture of the immigrant experience than informational text or literature alone? Your teacher may ask you to write your own response in your journal and share it with a partner before class discussion. Be sure to write down the page numbers of facts and opinions or mark your book with sticky notes so you can go back and cite the text during class discussion. (RI.6.3, RL.6.9, RI.6.8, SL.6.3)</p>	<p>R06.S3C1.03 Distinguish fact from opinion in expository text, providing supporting evidence from text. R06.S3C3.01 Determine the author's specific purpose for writing the persuasive text. R06.S3C3.02 Identify the facts and details that support the author’s argument regarding a particular idea, subject, concept, or object. R06.S3C3.03 Describe the intended effect of persuasive strategies and propaganda techniques (e.g., bandwagon, peer pressure, repetition, testimonial, transfer, loaded words) that an author uses.</p>

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Integration of Knowledge and Ideas		Strands, Concepts, and Performance Objectives
<p>6.RI.9 Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	<p>Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Students compare and contrast two authors’ approaches to the same topic. Students identify the similarities and differences in the events presented by each author. Students compare and contrast the presentation of events of Anne Franks’ life as written from her perspective in <i>The Diary of Anne Frank</i> and <i>Anne Frank: The Biography</i> by Melissa Muller. Students read scientific reports about a same topic in which conflicting information is presented to analyze the information and interpretation of the author. Students read articles in which information is presented about the same era (e.g., fall of the Roman Empire, the Crusades, etc.) by more than one author to analyze the information and interpretation of the author. Connections: SS06.S2C2; C3, SC06.S1C3.03</p> <p>Source: commoncore.org</p> <p>Class Discussion Grade 6 Unit 3 Talk about the accomplished people you have studied. How are their stories alike? Different? What traits do they have in common? Cite specific information from the text read to justify your response. Write a summary of the class discussion in your journal. (L.6.1, RI.6.9)</p>	<p>R06.S1C6.05 Connect information and events in text to experience and to related text and sources.</p> <p>R06.S3C1.04 Identify the author’s stated or implied purpose(s) for writing expository text.</p> <p>R07.S3C1.11 Compare (and contrast) the central ideas and concepts from selected readings on a specific topic.</p> <p>R07.S3C1.12 Explain how authors use elements (e.g., language choice, organization) of expository text to achieve their purposes.</p>

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Range of Reading and Level of Text Complexity		Strands, Concepts, and Performance Objectives
<p>6.RI.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>AZ.6.RI.10 a. By the end of the year, read and comprehend informational and functional text, including history/social studies, science, and technical texts, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Source: commoncore.org</p> <p>Drama, Drama, Drama Grade 6 Unit 6 Work in small groups to create and present a short skit about an accomplished scientist and/or a theory/discovery you learned about from experiments, simulations, videos, or multimedia sources in science class. Try to include idioms attributed to your topic that you learned in this unit. Write the script paying careful attention to capitalization, punctuation, spelling, and word choice. Your classmates will compare the experience of watching you present with the written version and will talk about what is different between seeing it “live” and “reading” it. (RI.6.7, W.6.7, L.6.2, RL.6.10, RI.6.10)</p>	<p>R3.S1C5.01 Consistently read grade level text with least 90 percent accuracy.</p> <p>R06.S1C5.01 Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).</p> <p>R06.S1C6 Employ strategies to comprehend text.</p> <p>R06.S3C1 Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</p> <p>R06.S3C2 Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.</p>

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Text Types and Purposes		Strands, Concepts, and Performance Objectives
<p>6.W.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>Writing an argument is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.</p> <p>Students write arguments based on a thesis (e.g., persuasive essays or letters, debates, speeches, paragraphs, multi-media presentations, documents meant to convince, influence or sway) and will support their claims with credible sources.</p> <p>Writing an argument:</p> <ul style="list-style-type: none"> • establishes and develops a controlling idea • supports arguments with detailed evidence • includes persuasive techniques and excludes irrelevant information • attributes/cites sources of information as necessary using a standard, recognized format • provides a conclusion that follows from the presented argument <p>Students use a variety of writing formats to meet the standard.</p> <p>Practice Options: Write an essay explaining to their parents why they need a cell phone. Write a persuasive letter to their principal asking for a longer lunch period.</p> <p>Students write a persuasive essay outlining reasons to support their claim of the best renewable or nonrenewable energy resource.</p> <p>Students write a persuasive speech from a prominent historical figure (e.g., Martin Luther, Julius Caesar, Alexander the Great, etc.) about a relevant issue or concern of the time.</p> <p>Connections: SS06.S2, SC06.S5C3.01</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Literature Response/Essay Grade 6 Unit 1 How is listening to <i>Peter Pan</i> by J.M. Barrie, <i>Peter and the Starcatchers</i> by Dave Barry, Ridley Pearson, and Greg Call, or <i>James and the Giant Peach</i> by Roald Dahl as an audio book similar to/different from reading the book? Which do you prefer? Why? Write an argument to support your preference in your journal. (RL.6.7, W.6.1, L.6.1)</p>	<p>See Writing Addendum: Writing Process W06.S1 Writing Elements W06.S2</p> <p>W06.S3C4.01 Write persuasive text (e.g., essay, paragraph, written communications) that:</p> <ol style="list-style-type: none"> a. establishes and develops a controlling idea b. supports arguments with detailed evidence c. includes persuasive techniques d. excludes irrelevant information

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Text Types and Purposes		Strands, Concepts, and Performance Objectives
<p>6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (continued next page)</p> <p>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>Students write informative/explanatory texts based on a thesis (e.g., expository or descriptive essays, summaries, paragraphs, informational letters, press releases, newspaper article, multi-media presentations, contributions to informational-based websites, reports, etc.). Informative/explanatory text writing includes:</p> <ul style="list-style-type: none"> • information related to the topic (e.g., observations, notes, lists, charts, map labels and legends) • a thesis statement • topic sentence(s) • supporting details • relevant information <p>Students use a variety of writing formats to meet the standard. Writing formats:</p> <ul style="list-style-type: none"> • Informative or explanatory text regarding a topic in science, social studies, technology, etc. • Submit a report to a publication or website • An explanatory essay about a favorite summer activity • A descriptive essay about something found in nature • Students write a descriptive essay about an aspect of the culture of an early civilization (e.g., Mississippian mound-builders, Ancestral Puebloan (Anasazi), or Inca) • Students write an essay explaining how environmental conditions affect quality of life <p>Connections: SS06.S1C2.03, 04, and 05, SS06.S4C5.03 , SC06.S4C3.02</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Literature Response: <i>The Westing Game</i> by Ellen Raskin Grade 6 Unit 5 The clues provided to the heirs are mostly words from the song “America the Beautiful” taken out of order. When rearranged, they notice the missing parts spell out the name of an heir—but this is actually a red herring. Select your own song, change around the order of the lyrics, delete some words or letters, and see if your classmates can solve your mystery. (RL.6.5, W.6.2)</p>	<p>See Writing Addendum: Writing Process W06.S1 Writing Elements W06.S2</p> <p>W06.S3C2.02 Write a summary based on the information gathered that include(s):</p> <ol style="list-style-type: none"> a. a topic sentence b. supporting details c. relevant information <p>W06.S3C2.03 Write a process essay that includes:</p> <ol style="list-style-type: none"> a. a thesis statement b. supporting details c. introductory, body, and concluding paragraphs <p>W06.S3C6.02 Write an informational report that includes:</p> <ol style="list-style-type: none"> a. a focused topic b. appropriate facts and relevant details c. a logical sequence d. a concluding statement e. a list of sources used

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<p>6.W.2 (continued)</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>		

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Text Types and Purposes		Strands, Concepts, and Performance Objectives
<p>6.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (continued next page)</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>Students write both a story and a personal narrative. Students explore narrative writing through other formats (e.g., poetry, dramatic pieces, songs). Students use a variety of writing formats to meet the standard:</p> <ul style="list-style-type: none"> • A story about a trip to another time period. • A personal narrative about a party. • A poem about a visit to a favorite place. • A fictional play based on a current event. • Students write a story from the perspective of a prominent historical figure or a member of a historical culture or group about the challenges of everyday life. • Students write a poem or song about cell structures and functions. <p>Connections: SS06.S1 and S2, SC06.S4C1.02 and 03</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Narrative Writing Grade 6 Unit 1 Write a prequel to <i>Charlie and the Chocolate Factory</i> by Roald Dahl. What elements of the original are important to maintain in creating a prequel? What elements of setting (e.g., time, place, environment) will you include? Be sure to stay true to the original characters and open with an exciting scene in the way that <i>Peter and the Starcatchers</i> by Dave Barry, Ridley Pearson, and Greg Call began. (RL.6.3, W.6.3, W.6.4, L.6.1)</p>	<p>See Writing Addendum: Writing Process W06.S1 Writing Elements W06.S2</p> <p>W06.S3C1.01 Write a narrative that includes:</p> <ol style="list-style-type: none"> a. an engaging plot based on imagined or real ideas, observations, or memories of an event or experience b. effectively developed characters c. a clearly described setting d. dialogue, as appropriate e. figurative language, or descriptive words and phrases to enhance style and tone <p>W06.S3C1.02 Write in a variety of expressive forms (e.g., poetry, skit) that, according to type of writing,, employ:</p> <ol style="list-style-type: none"> a. figurative language b. rhythm c. dialogue d. characterization e. plot f. appropriate format

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Text Types and Purposes		Strands, Concepts, and Performance Objectives
<p>6.W.3 (continued)</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events</p>		

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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>6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>AZ.6.W.4 a. Produce clear and coherent functional writing (e.g., formal letters, recipes, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes, maps, captions) in which the development and organization are appropriate to task, purpose, and audience.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>Students construct a timeline of a historical era being studied. Students construct charts and graphs using historical data. Students keep a record of observations, notes, sketches, questions, and ideas using tools such as written and/or computer logs. Students design an investigation to test individual variables using scientific processes. Students create a simple web page incorporating graphics.</p> <p>Connections: SS06.S1C1.03, SS06.S2C1.03, SS06.S1C1.01, SS06.S2C1.01, SC06.S1C2.05, SS06.S4C1.01, SC06.S1C2.02, ET06.S6C2.06</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Reflective Essay Grade 6 Unit 1 Write an essay response to the essential question, “How can we learn from characters and the authors who wrote about them?” Prepare it for publication. Be prepared to make an audio recording of your essay and upload it as a podcast on the class webpage for this unit. (W.6.9, W.6.4, L.6.1, L.6.2)</p>	<p>See Writing Addendum: Writing Process W06.S1 Writing Elements W06.S2</p> <p>W06.S3C3.01 Write a variety of functional texts (e.g., directions, recipes, procedures, rubrics, labels, posters, graphs/tables).</p> <p>W06.S3C3.03 Write a friendly letter that includes a:</p> <ol style="list-style-type: none"> a. heading b. salutation c. body d. closing e. signature <p>W06.S3C3.04 Write a formal letter that follows a conventional business letter format.</p> <p>W06.S3C3.05 Address an envelope for correspondence that includes:</p> <ol style="list-style-type: none"> a. an appropriate return address b. an appropriate recipient address

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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
6.W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Source: commoncore.org Narrative Writing Grade 6 Unit 2 Write your own myth or legend. Myths and legends were written to explain their surroundings (often before scientific explanations were found). Follow the “typical” pattern (see below) but also build upon your insights from studying the characters, unique characteristics to the country of origin, and title. <ul style="list-style-type: none"> ○ Explanation of the setting ○ The problem ○ The failure to solve the problem ○ The hero comes along ○ He/she has a plan ○ The solution is found ○ Conclusion (usually a “happy ending”) (W.6.3, W.6.4, W.6.5, L.6.1, L.6.2)	See Writing Addendum: Writing Process W06.S1

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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>6.W.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>Publishing includes presenting a final product for the intended audience. The final product should be legible and use margins and spacing, to make the piece appealing to the reader.</p> <p>The teachers:</p> <ul style="list-style-type: none"> Create a rubric to assist in expectations of keyboarding skills (e.g., margins, spacing, font size, font style). Provide “on-demand” writing for students by limiting the amount of time permitted to complete the assignment. Provide opportunities for students to review writing collaboratively using a peer review process, checklists, rubrics, etc. <p>Students communicate and collaborate for the purpose of producing original works or solving problems.</p> <p>Connection: ET06.S2C2.01</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Reflective Essay Grade 6 Unit 4</p> <p>Write your own essay of an exemplary courageous character. Include some graphics or visuals that demonstrate the setting (either historical or present day), and publish it so that others can enjoy it. Write an introduction that answers the essential question: “How are acts of courage revealed in literature and informational text?” (W.6.6, W.6.4, W.6.3, L.6.1, L.6.2, SL.6.6)</p>	<p>See Writing Addendum: Writing Process W06.S1</p> <p>VP.E2 Plan, develop and produce a visual presentation, using a variety of media such as videos, films, newspapers, magazines and computer images.</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>6.W.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.</p> <p>Students write a summary of information from sources (e.g., encyclopedias, websites, and experts) that include:</p> <ul style="list-style-type: none"> • paraphrasing to convey ideas and details from the source • information that is correctly cited using a standard, recognized format • main idea(s) and relevant details <p>Students write an informational report that includes:</p> <ul style="list-style-type: none"> • a focused topic • appropriate facts and relevant details • a logical sequence • a concluding statement • a list of sources used <p>Students conduct a short research project to answer a given question about a current unit of study in social studies or science.</p> <p>Students use appropriate digital tools to synthesize research information to develop new ideas and/or create new understanding.</p> <p>Connection: ET06.S3C2.04</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Research Report/Reflective Essay/Multimedia Presentation Grade 6 Unit 2</p> <p>Conduct research on a country from which you read folklore. How does knowing information enhance your understanding of the folklore from that country? What information did you only learn from research? Talk with a classmate to share ideas. Then, drawing on informational text as well as folklore we've read, write an essay response to the essential question, "How is folklore simultaneously revealing and limiting?" Add examples of this in a multimedia format and present it to the class. (W.6.7, W.9, W.6.4, L.6.1, L.6.2)</p>	<p>W06.S3C6.01 Write a summary of information from sources (e.g. encyclopedias, websites, experts) that includes:</p> <ol style="list-style-type: none"> a. paraphrasing to convey ideas and details from the source b. main idea(s) and relevant details <p>W06.S3C6.02 Write an informational report that includes:</p> <ol style="list-style-type: none"> a. a focused topic b. appropriate facts and relevant details c. a logical sequence d. a concluding statement e. a list of sources used <p>R06.S3C1.06 Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-ROM, website) for a specific purpose.</p>

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Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting Strands, Concepts, and Performance Objectives
Research to Build and Present Knowledge		
6.W.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (continued next page)	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>Students gather information from a variety of sources (e.g., encyclopedias, Internet websites, experts, and journal or magazine articles, textbooks). Students will then use quotations correctly and/or paraphrase information to avoid plagiarism. Citations are in a standard recognized format, (e.g., APA or MLA) in both the text and the bibliography.</p> <p>Students gather relevant information using multiple print and electronic media.</p> <p>Students use search terms effectively, determine which sources have are credible and accurate, and cite data correctly without plagiarizing.</p> <p>Connections: SS06.S1C1.06, SS06.S2C1.06, ET06.S3C1 and C2</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Graphic Organizer/Literary Response Grade 6 Unit 6</p> <p>As a class, keep a class chart of the famous people studied with the following categories. At the end of the unit, this information will be used to make comparisons and generalizations about people who are passionate about aviation, either as a hobby or a career.</p> <ul style="list-style-type: none"> • Person’s name? • Obstacles he/she faces? • Why he/she is famous? • What was a turning point in his/her life that led him/her to become famous? • What did you learn about this person that surprised you? <p>Your teacher may ask you to write your own responses in your journal and share it with a partner before each section of the class chart is filled in. Be sure to make notes of page numbers with relevant information, or mark your text with a sticky note, so you can go back and cite the text(s) during class discussion.</p> <p>(W.6.7, W.6.8, W.6.9b, RI.6.6, RI.6.10)</p>	<p>R06.S3C1.03 Distinguish fact from opinion in expository text, providing supporting evidence from text.</p> <p>R06.S3C1.05 Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences) of expository text.</p> <p>R06.S3C1.06 Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-ROM, website) for a specific purpose.</p> <p>R06.S3C1.07 Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text.</p> <p>R06.S3C1.08 Identify the organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order) of expository text.</p> <p>W06.S3C2.01 Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.</p> <p>R07.S3C1.07 Differentiate between primary and secondary source material.</p>

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Research to Build and Present Knowledge		
6.W.8 (continued)		<p>W06.S3C6.01 Write a summary of information from sources (e.g. encyclopedias, websites, experts) that includes:</p> <ul style="list-style-type: none"> a. paraphrasing to convey ideas and details from the source b. main idea(s) and relevant details <p>W06.S3C6.02 Write an informational report that includes:</p> <ul style="list-style-type: none"> a. a focused topic b. appropriate facts and relevant details c. a logical sequence d. a concluding statement e. a list of sources used <p>VP.E3 Compare, contrast and establish criteria to evaluate visual media for purpose and effectiveness.</p>

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Research to Build and Present Knowledge		
<p>6.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p> <p>b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>Literary response is the writer’s reaction to a literary selection. The response includes the writer’s interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.</p> <p>A response may include:</p> <ul style="list-style-type: none"> • present one or more clear ideas • support inferences and conclusions with examples from the text, references to other works, or reference to non-print media <p>Students write a character analysis from a literary text and support their claims with evidence from the text.</p> <p>Students write an analysis of the impact of historical events using information from both a literary selection and historical documents or text.</p> <p>Students write an analysis of an argument using evidence from the text to support their claim(s) regarding the argument.</p> <p>Students draw evidence of historical fact from an informational text or a piece of historical fiction (e.g., <i>The Egypt Game</i> by Zilpha Keatley Snyder) to support an analysis or reflection about the historical accuracies of the novel.</p> <p>Connections: SS06.S2C2.02through 06</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Reflective Essay Grade 6 Unit 3 Write an essay response to the essential question, “How can we learn to appreciate our similarities and differences through literature?” Prepare it for publication. Be prepared to make an audio recording of your essay and upload it as a podcast. (W.6.5, W.6.9, L.6.1, L.6.2)</p>	<p>W06.S3C5.01 Write a response to literature that:</p> <ol style="list-style-type: none"> a. presents several clear ideas b. supports inferences and conclusions with examples from the text, personal experience, references to other works, or reference to non-print media c. relates own ideas to supporting details in a clear and logical manner <p>R06.S2C1 Identify, analyze, and apply knowledge of the structures and elements of literature.</p> <p>R06.S3C1 Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</p>

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Range of Writing		Strands, Concepts, and Performance Objectives
<p>6.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 discipline-specific tasks, purposes, and audiences.</p>	<p style="text-align: center;">Source: commoncore.org</p> <p>Reflective Multimedia Presentation Grade 6 Unit 6 Create an informative/explanatory multimedia presentation in which you respond to the question, “How do literature and informational text reveal why people dream of (your choice)?” Cite specific details from your research, such as videos or interviews with people. Compare the information from primary source documents with the secondary sources (biographies) read. Use a variety of words (from Word Study) learned and studied throughout the year. Work with peers to revise, edit, and present your research in a multimedia format to the class. (RI.6.7, W.6.2, SL.6.5, L.6.3, L.6.6, W.6.6, W.6.8, W.6.10, RL.6.10, RI.6.10)</p>	<p>See Writing Addendum: Writing Process W06.S1</p>

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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>6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (continued next page) a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p>	<p>Source: commoncore.org</p> <p>Class Discussion Grade 6 Unit 2 Be prepared to compare and contrast two or more characters, settings, or events across stories, drawing on specific information from the stories read by you and your classmates. Use a graphic organizer to record information. (SL.6.1, RL.6.2, RL.6.3)</p>	<p>LS.R3 Share ideas, information, opinions, and questions. LS.R5 Participate in group discussions. LS.F1 Use effective vocabulary and logical organization to relate or summarize ideas, events, and other information. LS.E3 Interpret and respond to questions and evaluate responses both as interviewer and interviewee. LS.E4 Predict, clarify, analyze, and critique a speaker's information and point of view.</p>

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Comprehension and Collaboration		Strands, Concepts, and Performance Objectives
6.SL.1 (continued) c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.		
6.SL.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	Source: commoncore.org Informational Text Response Grade 6 Unit 4 Read a variety of stories and interviews from the same time period (i.e., Titanic survivors or slaves, or children who worked during the Depression, etc.). How are their accounts similar? Different? Why would accounts of the same event vary? Trace and evaluate the specific claims in a text, and decide if they are sound and if there is sufficient evidence to support the claims. Write responses in your journal, and share with a partner who read about the time period. (RI.6.5, RI.6.6, W.6.8, W.6.9, RI.6.8, SL.6.2)	R06.S3C1.07 Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text. R06.S3C1.09 Draw valid conclusions about expository text, supported by text evidence. VP.E1 Analyze visual media for language, subject matter and visual techniques used to influence opinions, decision making and cultural perceptions.

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Comprehension and Collaboration		Strands, Concepts, and Performance Objectives
6.SL.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	<p style="text-align: center;">Source: commoncore.org</p> Class Discussion Grade 6 Unit 3 How do primary sources provide insight into the immigrants’ experience? How are their stories alike? Different? Cite specific information from the text read to justify your response. Are their personal accounts supported by historical fact? Your teacher may ask you to write your own response in your journal and share it with a partner before class discussion. (SL.6.1, SL.6.3, RL.6.1)	LSE4 Predict, clarify, analyze and critique a speaker’s information and point of view.

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Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting Strands, Concepts, and Performance Objectives
<p>Presentation of Knowledge and Ideas</p> <p>6.SL.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>Source: commoncore.org</p> <p><i>Math Connection</i></p> <p>Grade 6 Unit 3 Ask your math teacher if you can solve the “Painted Cube Problem” in math class, or solve some math problems from <i>The \$1.00 Word Riddle Book</i> by Marilyn Burns. Write in your journal about the thought process used to solve these problems, and use this experience to add to the graphic organizer. (RI.6.4, RI.6.5, W6.4)</p>	<p>LS.E1 Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience.</p> <p>LS.E2 Prepare and deliver an oral report in a content area and effectively convey the information through verbal and nonverbal communications with a specific audience.</p>
<p>6.SL.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<p>Source: commoncore.org</p> <p>Reflective Multimedia Presentation Grade 6 Unit 6 Create an informative/explanatory multimedia presentation in which you respond to the question, “How do literature and informational text reveal why people (your choice)?” Cite specific details from your research, such as videos or interviews with people. Compare the information from primary source documents with the secondary sources (biographies) read. Use a variety of words (from Word Study) learned and studied throughout the year. Work with peers to revise, edit, and present your research in a multimedia format to the class. (RI.6.7, W.6.2, SL.6.5, L.6.3, L.6.6, W.6.6, W.6.8, W.6.10, RL.6.10, RI.6.10)</p>	<p>VP.E2 Plan, develop and produce a visual presentation, using a variety of media such as videos, films, newspapers, magazines and computer images.</p>
<p>6.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>Source: commoncore.org</p> <p>Poetry Performance Grade 6 Unit 6 Choose your favorite poem from <i>I Am the Phoenix: Poems for Two Voices</i> by Paul Fleischman. Present a dramatic reading to the class. (Alternately, write your own poem for two voices and present that to the class with a classmate). (RL.6.2, SL.6.6)</p>	<p>LS.F1 Use effective vocabulary and logical organization to relate or summarize ideas, events, and other information.</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>

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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>6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>b. Use intensive pronouns (e.g., myself, ourselves).</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p> <p>e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>When writing or speaking, students will use pronouns in the proper case:</p> <ul style="list-style-type: none"> • Subjective case: pronouns used as subject (e.g., I, you, he, she, it, we, they) • Objective case: pronouns used as objects of verbs or prepositions (e.g., me, you, him, her, it, us, them) • Possessive case: pronouns which express ownership (e.g., mine, my, your, yours, his, her, hers, its, our, ours, their, theirs). <p>Students will use intensive pronouns: Intensive pronouns are the same words used to emphasize the subject of the sentence. Intensive pronouns usually appear right near the subject of the sentence (e.g., I myself am sick of the heat). Reflexive pronouns refer back to the subject of a sentence (e.g., Joan bought herself a shirt.).</p> <p>Students will recognize and correct inappropriate shifts in pronoun number and person.</p> <p>Students will recognize and correct vague pronouns.</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Write a Mystery Grade 6 Unit 5</p> <p>After reading and discussing mysteries in class, try to write your own that incorporates the new vocabulary words learned in the unit. Focus on using pronouns correctly in your mystery. Talk your ideas through with a partner, but don't give away the ending! See how long you can keep your reader engaged without giving away the resolution. If desired, work with a partner to edit and strengthen your writing, and publish your mystery on a class webpage. (W.6.3, W.6.4, W.6.5, W.6.6, L.6.1, L.6.2)</p>	<p>See Writing Addendum: Writing Process W06.S2, WHS.S2</p>

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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
6.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly.	Source: commoncore.org Essay (Option 2) Grade 6 Unit 4 The poem “Casabianca” by Felicia Dorothea Hemans was based on a true incident. In your opinion, was Casabianca courageous or crazy? Write an argument that supports your claim based on what you learned about courageous characters you have read about. Include clear reasons and relevant evidence from texts read. (W.6.1, SL.6.4, W.6.4, L.6.2)	See Writing Addendum: Writing Process W06.S1 Writing Elements W06.S2, WHS.S2
Knowledge of Language		Strands, Concepts, and Performance Objectives
6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistency in style and tone.	Source: ADE/ELA Committee Students use knowledge of language and its conventions and vary sentence patterns for meaning, interest, and style. Sentence fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length. Students create sentences that flow together and sound natural when read aloud. Students vary sentence beginnings, lengths, and patterns to enhance the flow of the writing. Students use effective and natural dialogue when appropriate. Students maintain consistency in style and tone in writing and speaking. Source: commoncore.org Oral Presentation Grade 6 Unit 4 Choose a story from <i>The People Could Fly</i> by Virginia Hamilton and Leo and Diane Dillon to read, summarize, and present to the class. Part of the presentation should include the meaning of the story, the qualities of the courageous character, and how the dialect affects the story. (L.6.3, L.6.1, SL.6.6)	See Writing Addendum: Writing Elements W06.S2 LS.E1 Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience.

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Vocabulary Acquisition and Use		Strands, Concepts, and Performance Objectives
<p>6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (continued next page)</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>c. Consult 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 or its part of speech.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>Students will determine the meaning of unknown and multiple-meaning words or phrases by using a range of strategies. These strategies include, but are not limited to using context clues, using Greek or Latin affixes and roots as clues to determine the meaning of a word, (e.g., auto-, -ist, micro-, mono-), consulting general and specialized reference materials, verifying the meaning of words by referencing appropriate sources.</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Word Study Grade 6 Unit 4 Keep an index card file of words studied while reading about courageous characters. Keeping the words on index cards will help you when we sort words by prefix, suffix, root words, meaning, country of origin, spelling feature, etc. Focus on words that help describe the overt and quiet courageousness of characters and historical figures. (e.g., bravery, conviction, oppression) Note: This will be an ongoing activity all year long. (RI.6.4, RL.6.4, L.6.4)</p>	<p>R06.S1C4.01 Determine the effect of affixes on root words.</p> <p>R06.S1C4.02 Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).</p> <p>R06.S1C4.03 Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).</p> <p>R06.S1C4.05 Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.</p>

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Vocabulary Acquisition and Use 6.L.4 (continued) 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).		

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Vocabulary Acquisition and Use		Strands, Concepts, and Performance Objectives
<p>6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>Students understand that a figure of speech is language used in a non-literal way. Students understand that words and/or groups of words have relationships that can assist in comprehension, acquisition, and usage. Students understand that associating words that have similar definitions can aid in comprehension, acquisition, and usage.</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Dramatization/Fluency Grade 6 Unit 4 Choose an emotional passage from a story that exemplifies a character’s courageousness. Work with classmates to present it as a dramatic reading. After the reading, ask your classmates to point out language that enhanced meaning, conveyed style, and helped achieve a feeling of strong emotion. (SL.6.6, RL.6.4, L.6.5)</p>	<p>R06.S1C4.02 Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).</p> <p>R06.S1C4.04 Determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry.</p> <p>See Writing Addendum: Writing Elements W06.S2</p>

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Vocabulary Acquisition and Use		Strands, Concepts, and Performance Objectives
<p>6.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather 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>Students use grade appropriate words and phrases. Words are chosen thoughtfully, lending to use in a variety of academic contexts (e.g., analyze, grimace, multitude, etc). Students use grade appropriate words and phrases that are domain-specific. These words enhance understanding of content knowledge of a particular subject (e.g., mummification, haiku, igneous, etc.). Students apply vocabulary knowledge when considering the meaning of a word or phrase (e.g., knowledge of Greek and Latin roots and affixes, context clues, part of speech, use in sentence, etc.).</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Reflective Multimedia Presentation Grade 6 Unit 6 Create an informative/explanatory multimedia presentation in which you respond to the question, “How do literature and informational text reveal why people (your choice)?” Cite specific details from your research, such as videos or interviews with people. Compare the information from primary source documents with the secondary sources (biographies) read. Use a variety of words (from Word Study) learned and studied throughout the year. Work with peers to revise, edit, and present your research in a multimedia format to the class. (RI.6.7, W.6.2, SL.6.5, L.6.3, L.6.6, W.6.6, W.6.8, W.6.10, RL.6.10, RL.6.10)</p>	<p>See Writing Addendum: Writing Elements W06.S2</p>