



ENGLISH LANGUAGE ARTS

&

Literacy in History/Social Studies,
Science and Technical Subjects

ARIZONA ACADEMIC CONTENT STANDARDS

GRADES NINE and TEN

Approved by the Arizona State Board of Education
June 28, 2010

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, Concept, and Performance Objectives
<p>9-10.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.</p> <p>(continued next page)</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A & B for Text Complexity</p> <p>This standard requires students to analyze and support text meaning and messages, including reader inferences determined from the stated information, as well as reader interpretation of the author’s intent, even if it is not stated. The author’s use of literary elements to communicate his/her ideas or messages is the basis of this standard. Students will recognize the impact of the author’s use of literary elements in RL Standard 1, 9-10 in the development of a text.</p> <ul style="list-style-type: none"> • Teachers include multi-culturally diverse texts, including non-print or visual texts. • Teachers can access additional comparisons for literary elements from an adopted anthology. • Teachers familiarize students with MLA or APA style manuals in book or electronic format for supporting and citing sources. • Teachers will use a variety of active reading strategies such as Direct Reading-Thinking Activities (DRTA) and Question/Answer Relationship (QAR). • Teachers use Socratic Method and cooperative learning approaches. <ul style="list-style-type: none"> • Students will compare and contrast works within literary genres that share similar themes. Compare an autobiography such as Val Plumwood’s “Being Prey” to a short story such as Ray Bradbury’s “A Sound of Thunder” to synthesize knowledge and ideas. • Students will cite relevant examples from the text to clearly support their analysis. • Students will consider the structural features of the short story, plays, poems, or novels as they make comparisons. Compare plot and setting in short stories such as Stephen Vincent Benet’s “By the Waters of Babylon” and Richard Eroles’ and Alfonso Ortiz’s “Coyote Kills the Giant.” Or compare characters in stories such as Sandra Cisneros’s “Papa Who Wakes Up in the Dark” with Langston Hughes’ “Mother to Son.” • Students will use electronic or paper graphic organizers such as Venn Diagrams for text comparison. <p>Connections: ETHS.S1C2.02, SSSH.S2C2.03</p>	<p>R09.S2C1.01 Describe 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, conflict, rising action, climax, falling action, and resolution). <p>R09.S2C1.03 Compare (and contrast) works within a literary genre that deal with similar themes (e.g., compare-short stories, novels, short stories, poems).</p> <p>R09-10.S2C1.04 Compare interactions among major characters and minor characters in literary text with emphasis upon how the plot is revealed through action of the dialog.</p>

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9-10.RL.1 (continued)	<p style="text-align: center;">Source: commoncore.org</p> <p>Collaborate Grade 10 Unit 1</p> <p style="text-align: center;">After reading the play <i>The Post Office</i> by Rabindranath Tagore, answer these questions: What does Amal teach the other characters in the play? Do these teachings reflect the values of Confucianism or Taoism? Write an essay using at least three pieces of textual evidence to support an original thesis. (RL.9-10.1, SL.9-10.1, W.9-10.2,W.9-10.9)</p>	
9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (continued next page)	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A & B for Text Complexity</p> <p>This standard focuses on the directives given 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 from RL Standard 1. Once students determine a theme or central idea, they will move on to identify how an author’s development of the text advances the work’s theme.</p> <ul style="list-style-type: none"> • Teachers will use a variety of active reading strategies such as Directed Reading-Thinking Activities (DRTA), Question/Answer Relationship (QAR), and dramatic reading/interpretation. • Teachers can access their adopted anthologies or on-line resources to find examples of selections for the analysis of central idea and theme using authors such as Shakespeare, Homer, Collins, Updike, Frost, Achebe, Dickinson, Wiesel, and Angelou. • Students will determine a theme or central idea through a scaffold process focused on understanding the literary elements from RL Standard 1. • Students will identify how an author’s choice of words and imagery set the tone and advance a work’s theme. Students will compare and contrast the illustration of the same theme in two different literary genres, using structural features as the basis for the comparison (e.g., novel and play, poem and short story). • Students will develop structured mental, oral, or written summaries of texts in order to explain complex relationships among supporting ideas, key ideas, and themes. • Students will use Socratic Method and cooperative learning strategies along with discussion boards when available for communicating ideas. • Students will use electronic or paper reading response journals, graphic organizers and Cornell notes to demonstrate comprehension skills. <p>Connections: ETHS.S2C1.02, ETHS.S3C1.05, ETHS.S6C1.03</p>	<p>R09.S2C1 Identify, analyze, and apply knowledge of the structures and elements of literature.</p> <p>R10.S2C1.04 Identify how an author’s choice of words and imagery sets the tone and advances the work’s theme.</p> <p>R10.S2C2.03 Recognize ways that forms of literature (including poetry, novel and/or short story) present similar themes differently across genres.</p>

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9-10.RL.2 (continued)	<p style="text-align: center;">Source: commoncore.org</p> <p>Oral Presentation Grade 10 Unit 3 Choose a poem that you have read and recite it from memory. Include an introduction that discusses:</p> <ul style="list-style-type: none"> • Who wrote the poem? • When it was written (i.e., historical context)? • What is the theme or central idea? • How has the poet used specific details and/or poetic devices to bring out the theme? <p>(RL.9-10.2, SL.9-10.4, SL.9-10.6)</p>	

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Key Ideas and Details		Strands, Concepts, and Performance Objectives																		
<p>9-10.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A & B for Text Complexity</p> <p>In this standard, students will explain and compare the different roles and functions that characters play in text (e.g., antagonist, protagonist, hero). They will also interpret the methods of characterization listed in RL Standard 1 to describe nuances of character and how characters advance the plot.</p> <ul style="list-style-type: none"> • Teachers can use Socratic Method and cooperative learning approaches. • Teacher will use a variety of active reading strategies such as Directed Reading-Thinking Activities (DRTA), Question/Answer Relationship (QAR), and/or dramatic reading/interpretation. • Teachers can access their adopted anthologies to find examples of selections for the analysis of character development. • Students will identify types of characters: protagonist, antagonist, round character, flat character, static character, and dynamic character. • Students will recognize a character’s motivation and how a writer reveals a character through direct and/or indirect characterization. • Students can access visuals (e.g. photos, paintings, etc.) electronically to demonstrate elements of characterization. • Students can use electronic and/or paper graphic organizers such as tables (see below) and Venn Diagrams can be utilized for the analysis of characters. <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 30%;">Character detail</th> <th style="width: 30%;">Text</th> <th style="width: 40%;">My inference</th> </tr> </thead> <tbody> <tr> <td>Character’s appearance</td> <td></td> <td></td> </tr> <tr> <td>Character’s dialogue</td> <td></td> <td></td> </tr> <tr> <td>Character’s actions</td> <td></td> <td></td> </tr> <tr> <td>Character’s thoughts</td> <td></td> <td></td> </tr> <tr> <td>Other characters’ reactions</td> <td></td> <td></td> </tr> </tbody> </table> <p>Connections: SSHS.S2C2.03, ETHS.S1C4.01, ETHS.S6C1.03</p>	Character detail	Text	My inference	Character’s appearance			Character’s dialogue			Character’s actions			Character’s thoughts			Other characters’ reactions			<p>R09.S2C1.04 Compare interactions among major characters and minor characters in literary text with emphasis upon how the plot is revealed through action of the dialogue.</p> <p>R10.S2C1.01 Analyze 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).
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<p>9-10.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</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, including 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 can direct students in a think-pair-share process to analyze word choice and tone in literary selections. • Teachers can use poetry and prose to demonstrate intentional word choice for sound, connotation, and denotation and also to consider structural elements (e.g., punctuation, word position, alliteration, consonance, assonance, repetition, etc.). • Students can electronically or in written format create a table and chart key words (the association that students attach to the words), and the effects the words create. <p>Connection: ETHS.S6C1.03</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Seminar and Essay Grade 10 Unit 1 After reading Gabriel García Márquez’s novel <i>One Hundred Years of Solitude</i> and his Nobel Prize acceptance speech “The Solitude of Latin America,” reflect on what he means by “solitude” in his speech and his novel? How is solitude a metaphor? Is it a fitting metaphor? Why or why not? Use specific textual evidence to discuss. After seminar, write an essay using at least two pieces of textual evidence to support a clear thesis from both his speech and his novel. (RL.9-10.4, W.9-10.2, W.9-10.4, W.9-10.9, SL.9-10.1)</p>	<p>R09.S2C1.02 Explain different elements of figurative language, including simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery in a literary selection.</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.S2C1.04 Identify how an author’s choice of words and imagery sets the tone and advances the work’s theme.</p>

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<p>9-10.RL.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</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 challenge 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 can access their adopted anthologies to find examples of plot development. • Students visualize and make predictions based upon text. • Students use electronic or paper/pencil, double-entry journals. • Students use a variety of active reading strategies such as Directed Reading-Thinking Activities (DRTA) and Question/Answer Relationship (QAR). • Students create electronic or paper diagrams that sequence plot events showing chronology, flashback, foreshadowing, suspense, and conflict. <p>Connections: ETHS.S6C1.03</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Oral Presentation Grade 10 Unit 4 Cite examples of narrative repetition or digression in one of the works you have read; comment on its significance in the story. (RL9-10.5)</p>	<p>R10.S2C1.01 Analyze 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>R09.S2C1.04 Compare interactions among major characters and minor characters in literary text with emphasis upon how the plot is revealed through action of the dialogue.</p>

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<p>9-10.RL.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A & B for Text Complexity</p> <p>In this standard, students analyze an author’s perspective based on the author’s values, attitudes, cultural experience, and beliefs/background. Different perspectives may influence the presentation and meaning of a text. Literature chosen will represent a wide variety of classic and contemporary texts from outside the United States.</p> <ul style="list-style-type: none"> • Teachers can access the cultural links in anthologies. • Teachers will use a variety of active reading strategies such as Directed Reading-Thinking Activities (DRTA) and Question/Answer Relationship (QAR). • Students can use an electronic or paper, double-entry journal, Venn Diagrams, charts, or tables in order to show connections to their own lives with a character from a different culture in literary selections. • Students can compare stories, characters, cultures, etc. within diverse literary selections. <p>Connections: ETHS.S6C1.03, SSHS.S2C1.03, 05, and 07</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Seminar and Essay Grade 10 Unit 2 Compare and contrast <i>Midnight’s Children</i> by Salman Rushdie and <i>Nectar in a Sieve</i> by Kamala Markandaya. How do they differ in meaning? How are they similar in meaning? Write an essay using at least two pieces of textual evidence from each text to support an original thesis statement. (RL.9-10.6, RL.9-10.9, SL.9-10.1, W.9-10.2, W.9-10.9)</p>	<p>R09-10.S2C2.01 Describe the historical and cultural aspects found in cross-cultural works of literature.</p> <p>R09-10.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> <p>R09-10.S2C2.03 Recognize ways that forms of literature (including poetry, novel and/or short story) present similar themes differently across genres.</p>

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<p>9-10.RL.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A & B for Text Complexity</p> <p>This standard focuses on students’ abilities to compare and contrast works of literature with other media. For example, we can use the same language to discuss a painting that we use to discuss a poem, song, or short story.</p> <ul style="list-style-type: none"> • Teachers can refer to adopted anthologies for examples of artwork and stories being compared and for cultural links. • Students will also support their analysis by showing their understanding of the traditions, themes, and issues of the works being studied. • Students analyze a quote such as, “In a place where they begin with the burning of books, what is next but the burning of people?” by Heinrich Heine (German Philosopher) and its connection to a novel such as <i>Fahrenheit 451</i>. • Students compare a theater production of a play to a film version of the same work. • Students can compare the oral rendition by the author of his work to its written version. Students use electronic or paper Venn Diagrams or other graphic organizer to compare print and non-print representations of a subject. <p>Connections: ETHS.S3C1.02, ETHS.S6C1.03</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Seminar and Essay Grade 10 Unit 2 Analyze Ryunosuke Akutagawa’s story, “In a Bamboo Grove,” and Akira Kurosawa’s film, <i>Rashomon</i>. How do the story and the film portray the characters’ psychological states? (Note: Kurosawa’s <i>Rashomon</i> is based on Akutagawa’s “In a Bamboo Grove,” not on his “Rashomon,” though a few details from the latter story appear in the film.) Write an essay using at least three pieces of textual evidence to support an original thesis statement. (RL.9-10.7, SL.9-10.1, W.9-10.2)</p>	<p>R09-10.S2C2.03 Recognize ways that forms of literature (including poetry, novel and/or short story) present similar themes differently across genres.</p> <p>R12.S2S1.05 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.S2S1.06 Describe the function of dialogue, scene design, soliloquies, asides, and/or character foils in dramatic literature.</p>
<p>9-10.RL.8 (not applicable to literature)</p>		<p>n/a</p>

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Integration of Knowledge and Ideas		Strands, Concepts, and Performance Objectives
<p>9-10.RL.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from <i>Ovid</i> or the Bible or how a later author draws on a play by Shakespeare).</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A & B for Text Complexity</p> <p>The focus of this standard is on allusion and the students' understanding of the traditions, themes, and issues of a work's literary era that can then be applied and analyzed against a more contemporary text. Students use allusion to Scylla and Charybdis from the <i>Odyssey</i> as choosing between "A rock and a hard place" and compare it with Sting's song "Wrapped Around my Finger."</p> <ul style="list-style-type: none"> • Students identify allusion to Absalom (from the Bible) as found in Faulkner's <i>Absalom, Absalom!</i> • Students discuss Shakespeare's use of historical sources to create the English history plays (e.g., Tudor versus the earlier Plantagenet in <i>Richard II</i>). • Students keep electronic or paper double entry journals or reader-response journals to record their connections. <p>Connections: ETHS.S6C1.03, SSSH.S2C1.06</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Seminar and Essay Grade 10 Unit 2 How does fiction writer Ryunosuke Akutagawa or playwright Tsao Yu integrate Western literary influences into his work? Use textual evidence from the literary and informational texts to support an original thesis. Write an essay using at least three pieces of textual evidence to support your thesis statement. (RL.9-10.6, RL.9-10.9, SL.9-10.1, W.9-10.2, W.9-10.9)</p>	<p>R09-10.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> <p>R09-10.S2C2.03 Recognize ways that forms of literature (including poetry, novel and/or short story) present similar themes differently across genres.</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
Range of Reading and Text Level Complexity		Strands, Concepts, and Performance Objectives
<p>9-10.RL.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.</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 can incorporate literature circles, DRTA (Directed Reading-Thinking Activities), SQ3R (Survey, Question, Review, Recite, Repeat), graphic aids, think- and read-aloud stories, and other active reading strategies to help students understand text. • Teachers use formative 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>R09-10.S1C5.01 Read from a variety of genres with accuracy, authority (immediate recognition), and prosody (expression).</p> <p>R10.S1C6.01 Predict text content using prior knowledge and text features (e.g., illustrations, title, topic sentences, key words).</p> <p>R10.S1C6.02 Generate clarifying questions in order to comprehend text.</p> <p>R10.S1C6.03 Use graphic organizers in order to clarify meaning of the text.</p> <p>R10.S1C6.04 Connect information and events in text to experience and to related text and sources.</p> <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>

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Grades 9-10

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>9-10.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.</p> <p>(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 text, evaluating and critiquing the coherence, validity, and relevance of ideas, evidence, and arguments.</p> <ul style="list-style-type: none"> • Students identify transitional words to recognize the organizational structure and to comprehend the text. • Students will use a stylistic guide to support connections with the writing standards, including paraphrasing, quotations, internal citations, and works cited. • Students recognize the patterns that the writer uses to clarify meaning and that the author’s purpose directly relates to text structure. • Students use electronic or paper graphic organizers to isolate thesis, key ideas, and supporting details for each key idea. • Students read and annotate an article to identify and analyze persuasive language, fallacious reasoning (i.e., bandwagon, appeal to pity, oversimplification, slanted language, etc.), unsupported references, and/or concessions/rebuttals to determine the effectiveness of the argument. • Students read and annotate two articles with opposing viewpoints, identifying the argument for each. <p>Connections: SCHS.S1C3.01, 02, and 03, SCHS.S1C1.01, 02, 03, and 04, ETHS.S2C1</p>	<p>R09-10.S3C1.01 Compare (and contrast) original text to a summary for accuracy of the main ideas, inclusion of critical details, and the extent to which it conveys the underlying meaning of the original text.</p> <p>R09-10.S3C1.08 Support conclusions drawn from ideas and concepts in expository text.</p> <p>R09-10.S3C2.02 Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, and schematic diagrams) to draw conclusions.</p> <p>R09-10.S3C3.03 Identify unsupported inferences or fallacious reasoning (e.g., circular reasoning, false causality, over-generalization, over-simplification, self-contradiction) in the arguments advanced in persuasive text.</p> <p>R10.S3C1.07 Make relevant inferences by synthesizing concepts and ideas from a single reading selection.</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
Key Ideas and Details		Strands, Concepts, and Performance Objectives
9-10.RI.1 (continued)		R09-10.S3C1.08 Support conclusions drawn from ideas and concepts in expository text. R09-10.S3C3.03 Identify unsupported inferences or fallacious reasoning (e.g., circular reasoning, false causality, over-generalization, over-simplification, self-contradiction) in the arguments advanced in persuasive text.
9-10.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (continued next page)	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A & B for Text Complexity</p> <p>This standard focuses on the student’s ability to interpret the components of multiple organizational patterns (chronological, compare-contrast, problem-solution, cause-and-effect, definition, logical order, analogy, classification schemes) in a text to develop an understanding of the central idea. Other text features are applicable (e.g., table of contents, captions, headings, bold print, italics, glossaries, indices, key guide words, topic sentences, concluding sentences, end notes, footnotes, bibliographic references, sidebars, and margin notes). In addition, students should be able to develop structured mental, oral, or written summaries of texts in order to delineate complex relationships among key ideas, supporting ideas, and themes.</p> <ul style="list-style-type: none"> • Students will use deconstruction of a text to identify the thesis and the author’s supporting details. • Students will read and annotate a text. Students will then identify the key idea of the text (an article, textbook entry, essay, etc.) by writing a summary. The student will reduce the summary to the main idea and one or two key details. • Students will use electronic or paper graphic organizers to deconstruct text and determine organizational pattern. <p>Connection: ETHS.S6C1.03</p>	R09.S3C1.02 Distinguish facts from opinions in expository selections such as editorials, newspaper articles, essays, reviews, and critiques, providing supporting evidence from the text. R09-10.S3C1.03 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, end notes, footnotes, bibliographic references) in expository text. R09.S3C2.03 Identify the objective(s) of functional text (e.g., warranties, product information, technical manuals, consumer publications, workplace documents). R10.S3C2.03 Analyze the effectiveness of functional text (e.g., warranties, product information, technical manuals, consumer publications, workplace documents) to achieve its stated purpose(s).

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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
Key Ideas and Details		Strands, Concepts, and Performance Objectives
9-10.RI.2 (continued)		R10.S3C3.01 Describe the central argument and its elements (e.g., argument by cause and effect, analogy, authority, emotion, or logic) in persuasive text. R10.S3C3.02 Describe how persuasive techniques (e.g., repetition, sentence variety, understatement, overstatement) contribute to the power of persuasive text.

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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
Key Ideas and Details		Strands, Concepts, and Performance Objectives
<p>9-10.RI.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A & B for Text Complexity</p> <p>This standard focuses on the student’s ability to analyze the components of multiple organizational patterns in a text (chronological, compare-contrast, problem-solution, cause-and-effect, definition, logical order, analogy, classification schemes) in order to understand the author’s purpose in developing an idea using one approach over another.</p> <ul style="list-style-type: none"> • Students will determine the author’s purpose and organizational structure through the use of electronic and/or paper graphic organizers. • Students will identify transitional words to recognize the organizational structure and to comprehend the text and effectively summarize important concepts. <p>Connections: ETHS.S6C1.03</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Seminar and Essay Grade 10 Unit 4 How does the Bolshevik Revolution help us understand Aleksandr Blok’s poem, “The Twelve” (or another work of early twentieth-century Russian literature)? Use evidence from informational texts as well as the poem itself. Write an essay using at least three pieces of textual evidence to support an original thesis. (RL.9-10.6, RI.9.10.3, SL.9-10.1, W.9-10.2, W.9-10.9)</p>	<p>R09-10.S3C1.06 Use knowledge of modes of expository writing (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order, classification schemes, sequence-time order, problem-solution, analogy, definition, narrative) to interpret text.</p> <p>R09-10.S1C6.05 Apply knowledge of organizational structures (e.g. chronological order, time-sequence order, cause and effect relationships, logical order, classification, 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
Craft and Structure		Strands, Concepts, and Performance Objectives
<p>9-10.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</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"> • Teachers will direct students in a think-pair-share process to analyze word choice and tone in informational text selections. • Teachers can access anthologies to find texts that demonstrate an author’s word choice in developing tone. • Students will recognize that word choice conveys intended and unintended meanings for readers and can affect readers in different ways depending on the context. • Students create an electronic or paper table and chart key words from a given text to recognize the association attached to the word and the effect it creates. • Students will use a variety of active reading strategies such as Directed Reading-Thinking Activities (DRTA) and Question/Answer Relationship (QAR). <p>Connections: ETHS.S6C1.03, SCHS.S1C4.02</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Essay Grade 9 Unit 3 Write an essay that compares and contrasts aspects of the use of a literary device in two different poems. Discuss at least three aspects. (RL.9-10.4, W.9-10.2)</p>	<p>R09-10.S1C4.01 Determine the meaning of vocabulary, using linguistic roots and affixes (e.g., Latin, Greek, Anglo-Saxon).</p> <p>R09-10.S1C4.02 Infer word meanings from context (e.g., definition, example, restatement, comparison/contrast, cause/effect).</p> <p>R09.S1C4.03 Distinguish between denotative and connotative meanings.</p> <p>R09-10.S1C4.04 Identify the meaning of metaphors based on common literary allusions.</p> <p>R09.S3C3.02 Evaluate the appropriateness of an author’s word choice for an intended audience.</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>

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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>9-10.RI.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A & B for Text Complexity</p> <p>In this standard, students will make intentional bridging inferences and connections back to previous sentences and ideas across larger sections of text, conceptually and stylistically less familiar texts, or more complex texts using additional strategies to resolve problems in comprehension.</p> <ul style="list-style-type: none"> • Teachers present and demonstrate a variety of strategies such as reciprocal teaching (predict, clarify, summarize, and question), think-alouds, double-entry journals, Directed Reading-Thinking Activities (DRTA), and Question/Answer Relationship (QAR). • Teachers can access various anthologies to find examples of purposeful text construction. • Students use electronic or paper double-entry journals to demonstrate an identified idea/claim and examples from text. • Students read a variety of persuasive selections and analyze how claims are developed through intentional construction of sentences, paragraphs, and/or portions of text. <p>Connection: ETHS.S6C1.03</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Seminar and Essay Grade 10 Unit 1 Consider magical realism in Isabel Allende’s <i>The Short Stories of Eva Luna</i> and <i>House of Spirits</i>, Jorge Luis Borges’ “The Secret Miracle” and “The Garden of Forking Paths,” and <i>Like Water for Chocolate</i> by Laura Esquivel and Thomas Christensen (choose 3-4 of these works for your analysis). How is magical realism a metaphor? What is the relationship between the literal and the metaphoric? Does the reader need to suspend their notions of reality to accept the device of magical realism of the text? Defend your response using textual evidence to support an original thesis. Write an essay in which you use at least three pieces of textual evidence to support an original thesis statement. (RI.9-10.5, W.9-10.2, W.9-10.4, W.9-10.9, SL.9-10.1)</p>	<p>R09.S3C1.07 Explain how one excerpt relates and contributes to the reading selection (e.g., texts, maps, illustrations, workplace documents, and schematic diagrams) to solve a problem.</p> <p>R09.S3C3.01 Identify the central argument and its elements (e.g., argument by cause and effect, analogy, authority, emotion, or logic) in persuasive text.</p> <p>R09-10.S3C3.03 Identify unsupported inferences or fallacious reasoning (e.g., circular reasoning, false causality, over-generalization, over-simplification, self-contradiction) in the arguments advanced in persuasive text.</p> <p>R10.S3C3.01 Describe the central argument and its elements (e.g., argument by cause and effect, analogy, authority, emotion, or logic) in persuasive text.</p> <p>R10.S3C3.02 Describe how persuasive techniques (e.g., repetition, sentence variety, understatement, overstatement) contribute to the power of persuasive text.</p> <p>R09-10.S3C3.03 Identify unsupported inferences or fallacious reasoning (e.g., circular reasoning, false causality, over-generalization, over-simplification, self-contradiction) in the arguments advanced in persuasive text.</p>

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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>9-10.RI.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A & B for Text Complexity</p> <p>This standard requires students to determine how the perspective and purpose can be advanced with the use of language, (e.g., persuasive words to persuade, emotional words to gain sympathy, technical language to assert dominance, etc.).</p> <ul style="list-style-type: none"> • Teacher will present and demonstrate a variety of active reading strategies such as Directed Reading-Thinking Activities (DRTA) and Question/Answer Relationship (QAR) activities. • Students will recognize the various rhetorical devices (e.g., argument by cause and effect, analogy, authority, emotion, logic; circular reasoning, false causality, over-generalization, over-simplification, self-contradiction, repetition, sentence variety, understatement, overstatement, band wagon effect, expert testimony, fact-opinion) an author uses to achieve specific effects. • Students will identify the author’s rhetorical devices (logos/pathos/ethos; speaker/subject/message) used to advance point of view or purpose. • Students use electronic or paper graphic organizers to identify rhetorical devices and synthesize information. <p>Connections: ETHS.S6C1.3, SCHS.S1C4.04</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Seminar and Essay Grade 10 Unit 4 Discuss “A Slap in the Face of Public Taste” by Velimir Khlebnikov, Aleksey Kruchenykh, and Vladimir Mayakovsky before and after learning the historical context. How do historical references affect your interpretation of the document? Refer to Russian literary and informational texts to support your response. Write an essay using at least three textual details to support an original thesis. (RI.9-10.6, SL.9-10.1, W.9-10.2, W.9-10.9)</p>	<p>R09-10.S3C3 Explain basic elements of argument in text and their relationship to the author’s purpose and use of persuasive strategies.</p> <p>R09-10.S1C6.05 Apply knowledge of organizational structures (e.g. chronological order, time-sequence order, cause and effect relationships, logical order, classification, 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
Integration of Knowledge and Ideas		Strands, Concepts, and Performance Objectives
<p>9-10.RI.7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A & B for Text Complexity</p> <p>This standard focuses on students’ abilities to compare and contrast works of informational text with other media. For example, we can use the same language to discuss a photograph or painting that we use to discuss a historical document, persuasive essay, or explanatory essay.</p> <ul style="list-style-type: none"> • Teacher can access examples of artwork and nonfiction selections for comparisons from various anthologies. • Students will support their analysis by showing their understanding of the traditions, themes, and issues of the works being studied through written or oral presentations. • Students compare the author’s oral rendition of his work to its written version (e.g., Martin Luther King’s “I Have a Dream” speech). • Students compare a political cartoon to an editorial with similar themes. • Students use electronic or paper Venn Diagrams to compare print and non-print representations of a subject. <p>Connections: ETHS.S3C1.02, SSHS.S1C9.03, SSHS.S10.01,02</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Essay Grade 9 Unit 2 Select a documentary photograph from the Library of Congress’s website of <i>Farm Security Administration-Office of War Information Collection</i> (FSA-OWI) or an excerpt from the primary or secondary source accounts of “The Scottsboro Boys”(one source for these documents is University of Missouri-Kansas School of Law) trial and explain in an essay how the image or the source account helps illuminate your understanding of life during the depression in the American south. State thesis clearly and include at least three pieces of evidence to support the thesis. (RI.9-10.7, W.9-10.2)</p>	<p>R09-10.S3C2.01 Synthesize information from multiple sources (e.g., texts, maps, illustration, workplace documents, schematic diagrams) to solve a problem.</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>9-10.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A & B for Text Complexity</p> <p>This standard focuses on the student’s ability to explain the basic elements of argument in text and their relationships to the author’s purpose and use of persuasive strategies (e.g., argument by cause and effect, analogy, authority, ethos/logos/pathos, repetition, sentence variety, expert testimony, fact-opinion).</p> <ul style="list-style-type: none"> • Teachers will present and demonstrate a variety of active reading strategies such as Directed Reading-Thinking Activities (DRTA) and Question/Answer Relationship (QAR). • Students will identify false statements and fallacious reasoning (e.g., circular reasoning, false causality, over-generalization, over-simplification, self-contradiction, understatement, overstatement, band wagon effect). • Students identify the writer’s intent and the communication of that intent, either as objective or subjective. • Students evaluate the writer’s credibility (ethos), based on his/her qualifications and the quality of evidence (logos) presented. • Students describe and explain different appeals to audience (ethos/pathos/logos) and articulate how an author uses reasoning and evidence to achieve a specific purpose. • Students identify how author’s structure and tone contribute to the presentation of claims. • Students will evaluate the bias presented on websites and in other sources. • Student use electronic or paper graphic organizers to identify rhetorical devices and synthesize information. <p>Connections: SCHS.S1C4.04, ETHSS3C1.03, ETHS.S6C1.03</p>	<p>R09-10.S3C3.03 Identify unsupported inferences or fallacious reasoning (e.g., circular reasoning, false causality, over-generalization, over-simplification, self-contradiction) in the arguments advanced in persuasive text.</p> <p>R10.S3C1.02 Distinguish supported inferences from unsupported inferences in expository selections such as editorials, newspaper articles, essays, reviews, and critiques.</p>

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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>9-10.RI.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p> <p>(continued next page)</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A & B for Text Complexity</p> <p>This standard focuses on the student’s ability to analyze significant documents that represent turning points in American history. By doing so, students will gain foundational knowledge to prepare them for the American literature and history that they will be studying in subsequent years.</p> <ul style="list-style-type: none"> • Teachers present and demonstrate a variety of active reading strategies such as Directed Reading-Thinking Activities (DRTA) and Question/Answer Relationship (QAR). • Teachers can access various anthologies to find examples of selections for nonfiction text. • Students use electronic or paper reading-response journals, graphic organizers, and Cornell notes. • Students evaluate primary and secondary sources with similar themes and/or subjects. • Students evaluate two sources from different perspectives for validity and credibility. <p>Connections: SSHS.S1C1.05, ETHS.S6C1.03</p>	<p>R06.S3C1.04 Identify the author's stated or implied purpose(s) for writing expository text.</p> <p>R07.S3C1.10 Make relevant inferences about expository text, supported by text evidence.</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> <p>R09.S3C1.02 Distinguish facts from opinions in expository selections such as editorials, newspaper articles, essays, reviews, and critiques, providing supporting evidence from the text.</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>R10.S3C1.02 Distinguish supported inferences from unsupported inferences in expository selections such as editorials, newspaper articles, essays, reviews, and critiques.</p> <p>R10.S3C1.07 Make relevant inferences by synthesizing concepts and ideas from a single reading selection.</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
Integration of Knowledge and Ideas		
9-10.RI.9 (continued)		<p>R09-10.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> <p>R09-10.S2C2.03 Recognize ways that forms of literature (including poetry, novel and/or short story) present similar themes differently across genres.</p> <p>R09-10.S3C1.01 Compare (and contrast) original text to a summary for accuracy of the main ideas, inclusion of critical details, and the extent to which it conveys the underlying meaning of the original text</p> <p>R09-10.S3C1.03 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, end notes, footnotes, bibliographic references) in expository text.</p> <p>R09-10.S3C1.04 Organize information from both primary and secondary sources by taking notes, outlining ideas, paraphrasing information; and by making charts, conceptual maps, learning logs and/or timelines for a research document or other assigned tasks.</p> <p>R09-10.S3C1.08 Support conclusions drawn from ideas and concepts in expository text.</p>
(continued next page)		

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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
Key Ideas and Details		Strands, Concepts, and Performance Objectives
9-10.RI.9 (continued)		<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.S3C1.04 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.S2C2.02 Relate literary works to the traditions, themes, and issues of their eras.</p> <p>R12.S3C1.01 Critique the consistency and clarity of the text’s purposes.</p> <p>R12.S3C1.04 Compare (and contrast) readings on the same topic, by explaining how the authors reach the same or different conclusions based upon differences in evidence, reasoning, assumptions, purposes, beliefs, biases, and argument.</p> <p>R12.S3C1.05 Identify an author’s implicit and stated assumptions about a subject upon evidence in the selection.</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
Range of Reading and Text Complexity		Strands, Concepts, and Performance Objectives
<p>9-10.RI.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (continued next page) AZ.9-10.RI a. By the end of grade 9, read and comprehend informational and functional text, including history/social studies, science, and technical texts, in the grades 9-10 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> <ul style="list-style-type: none"> • Teachers introduce students to and instruct them in both informational and functional texts with appropriate complexity at each grade to facilitate comprehension at the high level of the grades 9-10 complexity band by the end of grade 10. • Teachers incorporate a variety of reading comprehension strategies such as literature circles for informational text, directed reading-thinking activities, SQ3R, graphic aids, think and read-aloud stories, and other active reading strategies. • Teachers can access examples of nonfiction texts in various anthologies. • Teachers provide a variety of functional texts from real life such as instructional manuals, memos, business letters, warranties, drivers' manuals, workplace documents, schematic diagrams. • Students will use the presented strategies to deconstruct and analyze the intended message in various examples of informational and functional text. • Students will use electronic and/or paper graphic organizers to deconstruct informational and functional text for comprehension. • Students will access online or paper manuals to understand features of specific programs, products, etc. <p>Connections: SCHS.S1C1.01, SCHS.S1C3.03, SSHS.S1C1.2.01 and 05, SSHS.S1C10.01 and 02, SSHS.S2C9.05, SSHS.S4C1.02 and 04, ETHS.S3C1.03, ETHS.S6C1.01</p>	<p>R03.S1C5.01 Consistently read grade-level text with at least 90 percent accuracy.</p> <p>R09-10.S1C5.01 Read from a variety of genres with accuracy, authority (immediate recognition), and prosody (expression).</p> <p>R09-10.S3C1 Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</p> <p>R09-10.S3C2 Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.</p> <p>R09-10.S3C1.05 Interpret graphic sources of information (e.g. charts, maps, diagrams, illustrations, workplace documents, and schematic diagrams) to solve a problem.</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
Range of Reading and Text Complexity		Strands, Concepts, and Performance Objectives
<p>9-10.RI.10 (continued) By the end of grade 10, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently.</p> <p>AZ.9-10.RI.10</p> <p>b. By the end of grade 10, read and comprehend informational and functional text, including history/social studies, science, and technical texts, at the high end of the grades 9-10 text complexity band independently and proficiently.</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>9-10.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)</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>The purpose of persuasive writing is to influence readers or cause them to take a particular action. Students will write arguments (e.g., persuasive essays, letters, debates, speeches, documents based on a thesis designed to convince, influence, or sway) and will support their claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> • Teachers refer to 9-10.W.1 and 5 Standards for guidelines regarding writing elements and the writing process. • Students will state a claim/express an opinion and provide evidence for that claim/opinion using a specific format for structure. • Students will attribute sources of information when appropriate, structure ideas, and use rhetorical devices (e.g., logos/pathos/ethos) for support. • Students will create multimedia presentations, including PowerPoints, to support their argument. • Students can write a persuasive letter to the principal to persuade him/her to support his/her views on some educational policy (e.g., open campus, cheating, year-round schooling, electronics at school). • Students can write an editorial to persuade an organization to accept their solution to a problem. • Students use electronic or paper graphic organizers to develop and organize argument. <p>Connections: SCHS.S3C2.02, ETHS.S3C1.01, 02, and 03, ETHS.S4C.01, ETHS.S5C301, ETHS.SS6C103</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Seminar and Essay Grade 10 Unit 3 Agree or disagree: “It is possible to understand this piece of literature outside of its historical context.” (Teachers choose the work.) In an organized essay, use textual evidence from the work as well as from historical or reference works to support an original thesis statement. (W.9-10.1, W.9-10.2, W.9-10.5, W.9-10.6, W.9-10.7, L.9-10.6)</p>	<p>See Writing Addendum: Writing Process.S1 Writing Elements.S2</p> <p>W09-10.S3C4.01 Write a persuasive composition (e.g., business letter, essay) 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 e. addresses the reader’s concerns

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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>9-10.W.1 (continued)</p> <p>c. Use words, phrases, and clauses 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>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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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>9-10.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 to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>The purpose of expository writing is to describe, explain, inform, or summarize ideas and content. The writing supports a thesis based on research, observation, and/or experience.</p> <ul style="list-style-type: none"> • Students create multimedia presentations to present their topic. • Students create a works cited page and an annotated bibliography. • Students use a primary and secondary source to support the thesis of the essay or presentation. • Students use electronic or paper graphic organizers to develop and organize expository texts. • Students write an essay or editorial explaining three reasons behind the bombing of Hiroshima. • Students write a report of a science experiment that was conducted in class, describing both the process and the scientific conclusions. <p>Connections: SSHS.S1C1.05, SSHS.S2C1.05, SSHS.S1C8.02, SCHS.S1C4, ETHS.S3C2.02 and 05, ETHS.S4C2.01, ETHS.S6C1.03</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Seminar and Essay Grade 10 Unit 1 How do the works you have read honor or rebel against cultural tradition? Write an essay that supports an original thesis statement, using at least three pieces of textual evidence to describe the cultural traditions. The teacher may choose to focus on one or two texts. (RL.9-10.6, SL.9-10.1, W.9-10.2, W.9-10.9)</p>	<p>See Writing Addendum: Writing Elements.S2</p> <p>W09-10.S3C2.01 Write an explanatory, multi-paragraph essay that:</p> <ol style="list-style-type: none"> a. includes background information to establish the thesis (hypothesis, essential question), as appropriate b. states a thesis (hypothesis, essential question) with a narrow focus c. includes evidence in support of a thesis (hypothesis, essential question) in the form of details, facts, examples, or reasons d. communicates information and ideas from primary and/or secondary sources accurately and coherently, as appropriate e. attributes sources of information as appropriate f. includes a topic sentence for each body paragraph g. includes relevant factors and variables that need to be considered h. includes visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate i. includes an effective conclusion.

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2010 Writing Standards 6-12		
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Text Types and Purposes		Strands, Concepts, and Performance Objectives
<p>9-10.W.2 (continued)</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient 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 to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</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>9-10.W.2 (continued)</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>9-10.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)</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>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 write a narrative of a real or imagined experience. One issue that should be addressed with students is the difference between narrative types (personal narrative, creative non-fiction, memoirs). • Students choose the appropriate format in their writing to incorporate plot development, figurative language, rhythm, dialogue, and characterization. • Students employ electronic or paper graphic organizers and/or organizational tools such as R.A.F.T.S. (Role, Audience, Format, Topic, Strong verbs) in their writing. Students write a narrative that uses ‘protons’ and ‘neutrons’ as characters who authentically describe an atom’s purpose. • Students write a narrative in which two soldiers, one from the North and one from the South, discuss their beliefs about the Civil War. • Students select a quotation that is particularly meaningful and explain the significance of the quotation. • Students write an autobiographical account, identifying a turning point and its importance in the student’s life. <p>Connections: SSHS.S1C6.02, SCHS.S5C1.06, ETHS.S6C1.03</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Memoir Grade 9 Unit 6 After reading and discussing several selected memoirs, write a memoir recounting a specific person, place, experience, event, day, moment, or work of art and convey its significance to you. (W.9-10.3)</p>	<p>See Writing Addendum: Writing Elements.S2</p> <p>W09-10.S3C1.01 Write a reflective personal narrative that:</p> <ol style="list-style-type: none"> a. describes a sequence of events, communicating the significance of the events to the audience b. sets scenes and incidents in specific times and places c. describes with specific details the sights, sounds, and smells of the scenes d. describes with specific details the actions, movements, gestures, and feelings of the characters e. uses interior monologue f. uses figurative language (e.g., simile, metaphor, personification)

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Text Types and Purposes		Strands, Concepts, and Performance Objectives
<p>9-10.W.3 (continued)</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. 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>e. 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>9-10.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>AZ.9-10.W.4 a. Produce clear and coherent functional writing (e.g., formal letters, envelopes, experiments, labels, timelines, graphs/tables, procedures, charts, maps, captions, diagrams, sidebar, flow charts) in which the development, organization and style are appropriate to task, purpose, and audience.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>The intent of this standard is to focus on the elements of effective writing. Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. Throughout the process, students reflect upon their own writing skills, set goals, and evaluate their own progress. The order of the concepts and performance objectives is not intended to indicate a progression or hierarchy for writing instruction. Instructional activities may focus on just one concept or many.</p> <ul style="list-style-type: none"> • Teachers will reference the elements of writing and the writing process as found in the Appendix. This includes specific information about 6-trait instruction and the writing process. • Teachers will provide opportunities for students to create electronic or paper functional text, (e.g., letters, memos, instructions, maps, charts, graphs, advertisements, PowerPoints, science lab reports, etc.) in conjunction with projects and reports, or as stand-alone assignments that are appropriate for audience and purpose. • Students create three texts establishing a variety of tones/voices to explain why they didn't complete homework, with target audiences identified as friend, parent, and teacher. • Students maintain an electronic or paper portfolio of their work, periodically reviewing the progress through reflection of past and current writing samples. <p>Connections: SSHS.S12C1.04, SSHS.S4C1.01, SCHS.S1C2.03 and 05, SCHS.S1C4.01, 02, and 03, SCHS.S2C2.01, SCHS.S4C5.03 and 04, ETHS.S4C1.01, ETHS.S4C2.01</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Seminar and Essay Grade 10 Unit 3 Writers are meant to: "Describe a situation so truthfully that the reader can no longer evade it." Choose an essay by Nadine Gordimer from her collection <i>The Black Interpreters</i> and explain what "truth" she develops in her essay. How does she develop that truth? Use at least three pieces of specific textual evidence from her essay to support an original thesis statement in an essay. (RI.9-10.5, W.9-10.2, W.9-10.4)</p>	<p>See Writing Addendum: Writing Process.S1 Writing Elements.S2</p> <p>W09-10.S3C3 Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.</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 Strands, Concepts, and Performance Objectives
Production and Distribution of Writing 9-10.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 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. <p>Connection: ETHS.S2C1</p>	<p>See Writing Addendum: Writing Process.S1 Writing Elements.S2</p>

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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>9-10.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</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 will 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"> • Teachers create Web quests to guide students to appropriate sites. • Students will consider strategies for creating well-reasoned messages, making emotional appeals and building credibility when developing a media communication. • Students will identify likely audiences and consider the characteristics of each audience, including prior knowledge and experiences related to the topic, needs, interests, values, beliefs, culture, age and gender. • Students will employ strategies for developing credibility: demonstrating knowledge, expertise, and competency with production elements. • Students will participate in discussion boards to obtain feedback from teachers and/or students on student-generated texts. • Students will include well-reasoned messages, using appropriate reasoning patterns, supporting ideas with evidence, avoiding fallacies, and defining emotional appeals as well in a final product (electronic or paper). • Students will evaluate the relevance, credibility, and quality of a variety of sources. • Students create multi-media projects incorporating effective writing and presentation styles (e.g., PowerPoint, Smart Notebook Documents, Moviemaker, etc.). • Students write scripts to accompany “movie” projects. <p>Connections: ETHS.S1C1.01, ETHS.S1C4.02, ETHS.S2C1, ETHS.S2C2.01, ETHS.S3C1.02, ETHS.S6C2.05, SCHS.S1C4.01, SCH.S1C4.03</p>	<p>See Writing Addendum: Writing Process.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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2010 Writing Standards 6-12		
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>9-10.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.</p> <ul style="list-style-type: none"> • Students 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. • Students incorporate primary and secondary sources: student-generated data (such as interviews, observations, and surveys), appropriate Internet sources, books, magazines, newspapers, and documentaries. • Students write an essay on a topic such as water conservation in the desert. • Students write a report on the Globe Theatre explaining its significance in the development of Shakespeare’s works. • Students identify a research question based on interest, research the question, and present the findings. • Students choose a problem of current interest (local, state, national, or global); research solutions to that problem; and present findings. • Students identify a contemporary issue in society and develop a possible technological solution. <p>Connections: SSHS.S3C4.03, SSHS.S4, SCHS.S1C1.01, 02, 03, and 04, SCHS.S1C3.01, 02, and 03, ETHS.S1C1.01, ETHS.S4C2.02, ETHS.S5C3.01</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Research Paper Grade 9 Unit 3 Select a poet and write a research paper in which you analyze the development of the writer's poetry in his/her lifetime using at least three poems and citing at least three secondary sources. (RI.9-10.1, RI.9-10.5, RI.9-10.6, W.9-10.2, W.9-10.7, W.9-10.8)</p>	<p>W09-10.S3C6.01 Write a research report that:</p> <ol style="list-style-type: none"> a. incorporates evidence in support of a thesis/claim b. integrates information from two or more pieces of primary and/or secondary research information c. makes distinctions between the relative value and significance of specific data, facts, and ideas d. integrates direct quotes e. uses internal citations f. includes a works cited, bibliography, or reference page <p>R09-10.S3C1.04 Organize information from both primary and secondary sources, by taking notes, outlining ideas, paraphrasing information; and by making charts, conceptual maps, learning logs, and/or timelines, for a research document or other assigned tasks.</p> <p>R09-10.S3C2.01 Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, and schematic diagrams) to solve a problem.</p> <p>VP.D1 Conduct research to evaluate the impact of language, subject matter, and visual techniques used by the media.</p> <p>VP.D3 Research ethical issues related to the laws, rules and regulations for the use of media.</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
Research to Build and Present Knowledge		Strands, Concepts, and Performance Objectives
<p>9-10.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism 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 create Web quests and Internet searches with an emphasis on the credibility of sources and how to correctly cite the sources. • Teachers will direct students in paraphrasing and summarizing activities such as “Boil it Down”. • Students 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. • 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 choose a historically significant individual for research. Using both primary and secondary sources, student develops a biography of the individual using a variety of print, non-print, and digital sources. • Students research Cyber-Bullying, identifying the problem and developing a solution. • Students use electronic or paper graphic organizers to develop ideas that maintain flow. • Students create an annotated works cited that connects the reader to the internal citation. • Students will use an on-line writing lab to create and appropriately format a works cited page and/or bibliography. <p>Connections: SSHS.S1C1.05, SSHS.S2C1.05, SSHS.S3C4.02 and 04, ETHS.S2C1, ETHS.S3C2.05, ETHS.S5C1.02 and 06, ETHS.S6C1.03</p>	<p>See Writing Addendum: Writing Elements. S2</p> <p>W09-10.S3C6.01 Write a research report that:</p> <ol style="list-style-type: none"> a. incorporates evidence in support of a thesis/claim b. integrates information from two or more pieces of primary and/or secondary research information c. makes distinctions between the relative value and significance of specific data, facts, and ideas d. integrates direct quotes e. uses internal citations f. includes a works cited, bibliography, or reference page <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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 Grades 9-10

2010 Writing Standards 6-12		
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>9-10.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 9-10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from <i>Ovid</i> or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>b. Apply grades 9-10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <ul style="list-style-type: none"> • Teachers will present lessons and/or strategies, including close-reading of primary text, free writing, journaling, talking with peers in reader-response groups, using dictionaries, and situating the text in the historical, cultural, geographical, and social context. • Students write an essay explaining Gwendolyn Brook’s use of word choice in “We Real Cool” to communicate its theme. • Students write an essay about characters in “The Necklace” by Guy de Maupassant explaining how each serves to move forward the plot. • Students will identify, evaluate, and analyze a variety of primary and secondary sources that present different perspectives on the interpretation of the text and use a system of note-taking for tracking those sources. • Students document a science experiment that was conducted in class, describing both the process and the scientific conclusions. Discuss three reasons why the bombing of Hiroshima was a controversial act. • Students will cite sources using MLA or APA Handbook. <p>Connection: ETHS.S3C2.05</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Seminar and Essay Grade 10 Unit 4 How reliable is the narrator in the short story “The Nose” by Nikolai Gogol? What does the loss of the nose symbolize? Why does the author use the absurd in his writing? Use at least three pieces of textual evidence to support an original thesis statement. (RL.9-10.1, RL.9-10.4, SL.9-10.1, W.9-10.2, W.9-10.9)</p>	<p>W09.S3C5.01 Write a literary analysis that:</p> <ol style="list-style-type: none"> a. describes the author’s use of literary elements (i.e., theme, point of view, characterization, setting, plot) b. explains different elements of figurative language (i.e., simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery) in a literary selection c. compares works within a literary genre that deal with similar themes (e.g., compare two short stories or two poems) <p>W10.S3C5.01 Write a literary analysis that:</p> <ol style="list-style-type: none"> a. analyzes the author’s use of literary elements (i.e., theme, point of view, characterization, setting, plot) b. analyzes different elements of figurative language (i.e., simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery) in a literary selection c. compares 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 and short story) d. identifies how an author's choice of words and imagery sets the tone and advances the work's theme <p>R09-10.S3C3.03 Identify unsupported inferences or fallacious reasoning (e.g., circular reasoning, false causality, over-generalization, over-simplification, self-contradiction) in the arguments advanced in persuasive text.</p>

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 Grades 9-10

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>9-10.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 of a variety of texts: essays, poems, narratives, writing on demand, quick writes, free writes, and so on. 	<p>See Writing Addendum: Writing Process.S1</p>

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 Grades 9-10

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>9-10.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 9-10 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: ADE/ELA Committee</p> <p>Collaborate Grade 10 Unit 1 After your class reads a selected text, reflect on provided 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.9-10.1, SL.9-10.1)</p>	<p>LS.R3 Share ideas, information, opinions and questions LS.R5 Participate in group discussions. LS.P2 Deliver an impromptu speech that is organized, addresses a particular subject, and is tailored to the audience. LS.P4 Conduct an interview, taking appropriate notes and summarizing the information learned. LS.D4 Evaluate and improve personal communication skills. W010.S3C6.01 Write a research report that:</p> <ol style="list-style-type: none"> a. Incorporates evidence in support of a thesis b. Integrates information from two or more pieces of primary and/or secondary research information c. Makes distinctions between relative value and significance or specific data, facts, and ideas d. Integrates direct quotes e. Uses internal citations f. Includes a works cited, bibliography, or reference page

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 Grades 9-10

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 9-10.SL.1 (continued) b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (continued next page)		

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Grades 9-10

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		
9-10.SL.1 (continued) d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.		
9-10.SL.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	Source: commoncore.org Oral Presentation/Class Discussion Grade 9 Unit 5 Play excerpts from Henry Purcell’s opera <i>Dido and Aeneas</i> and lead the class in a discussion on whether this rendering of an epic in another medium is or is not “faithful” to the original. Discuss why or why not. Ask classmates to provide specific evidence for their opinions. (RL.9-10.7, SL.9-10.2, SL.9-10.3, SL.9-10.4)	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.
9-10.SL.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	Source: commoncore.org Seminar and Essay Grade 10 Unit 4 Why does Dostoevsky’s “Underground Man” reject the idea of the Crystal Palace? Use textual evidence to support your response. Write an essay using at least three textual details to support an original thesis statement. (SL.9-10.1, W.9-10.2, W.9-10.9, SL.9-10.3, L.9-10.3)	LS.P5 Evaluate the effectiveness of informal and formal presentations that use illustrations, statistics, comparisons and analogies. LS.D4 Evaluate and improve personal communication skills.

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Grades 9-10

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>9-10.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p style="text-align: center;">Source: commoncore.org</p> <p>Seminar and Essay Grade 10 Unit 3 What is satire? What is being satirized in <i>Ethics of the Aristocrats</i> by Nezam al-Din Obeyd-e Zakanior or <i>King Baabu</i> by Wole Soyinka? What is the author’s political point of view as revealed by this satire? Write an essay that uses at least three pieces of textual evidence to support an original thesis statement. (RL.9-10.1, RL.9-10.4, W.9-10.2)</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.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>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>9-10.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>Oral Presentation Grade 9 Unit 2 Present several photographs of small southern towns during the depression from Dorothea Lange’s or The Library of Congress’ collections and compare them with the description of Maycomb in <i>To Kill A Mockingbird</i> by Harper Lee. Say which rendering is more vivid to you and explain why. State your thesis clearly and include at least three pieces of evidence to support the thesis. (RL.9-10.4, SL.9-10.5)</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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 Grades 9-10

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>9-10.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p align="center">Source: commoncore.org</p> <p>Speech Grade 9 Unit 1 Select a one minute passage from one of the short stories you've and recite it from memory. Include an introduction that states:</p> <ul style="list-style-type: none"> • What the excerpt is from • Who wrote it • Which literary element is exemplified and why? <p>(RL.9-10.2, SL.9-10.6)</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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 Grades 9-10

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>9-10.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.</p> <p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</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.S2</p>

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 Grades 9-10

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>9-10.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly. 	<p style="text-align: center;">Source: ADE/ELA Committee</p> <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.</p>	<p>See Writing Addendum: Writing Elements.S2</p>

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 Grades 9-10

2010 Language Standards 6-12		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Knowledge of Language		Strands, Concepts, and Performance Objectives
<p>9-10.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.</p> <p>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <ul style="list-style-type: none"> • Student will incorporate an awareness of writing standards that guide the structure of written text as presented in various style manuals. • Students will incorporate an awareness of how text is developed (syntax, paragraphing, grammar and usage) in order to create meaning for the reader. • Students will incorporate purposeful use of syntax, paragraphing, grammar and usage to create uniquely developed paragraphs which demonstrate awareness of text organization. • Students will use style guides to properly document primary and secondary sources. • Students will use appropriate format according to type of writing, to cite sources (i.e., APA, MLA). <p style="text-align: center;">Source: commoncore.org</p> <p>Seminar and Essay Grade 10 Unit 4 Why does Dostoevsky’s “Underground Man” reject the idea of the Crystal Palace? Use textual evidence to support your response. Write an essay using at least three textual details to support an original thesis statement. (SL.9-10.1, W.9-10.2, W.9-10.9, SL.9-10.3, L.9-10.3)</p>	<p>See Writing Addendum: Writing Elements.S2</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>9-10.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 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., analyze, analysis, analytical; advocate, advocacy)</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 will incorporate lessons about effective use of dictionaries, thesauri, and glossaries. • Students will map etymology of words. • Students will compare/contrast denotative and connotative meanings of words. • Students will identify synonyms, antonyms, homonyms, idioms and puns. • Students will identify words with Greek and Latin roots, prefixes and suffixes. <p>Connections ETHS.S3C1.01</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 the denotative and connotative meanings of words. R09.S1C4.05 Identify the meanings, pronunciations, syllabication, synonyms, antonyms, parts of speech, and correct spellings by using resources such as general and specialized dictionaries, thesauri, or glossaries and CD-ROM and the Internet when available. R09.S2C1.02 Explain different elements of figurative language, including simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery in a literary selection. R10.S1C4.03 Apply proofreading marks to indicate errors in conventions. 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. 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>

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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
9-10.L.4 (continued) c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. 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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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>9-10.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) 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"> • 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. • Vocabulary skills to consider: understanding jargon, Elizabethan English, anachronisms, words derived from Greek and Roman myths, a word’s etymology, and the ability to recognize puns and idioms. <p style="text-align: center;">Source: commoncore.org</p> <p>Seminar and Essay Grade 10 Unit 3 What is “chi” in its cultural context? Compare the use of “chi” (personal spirit) in <i>Things Fall Apart</i> by Chinua Achebe and <i>The Joys of Motherhood</i> by Buchi Emecheta. After discussion, use two pieces of evidence from <i>each</i> text to support an original thesis statement that compares the two texts in an essay. (RL.9-10.1, RL.9-10.4, W.9-10.2, L.9-10.5)</p>	<p>R09.S2C1.02 Explain different elements of figurative language, including simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery in a literary selection.</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 Apply proofreading marks to indicate errors in conventions.</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>9-10.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>The intent of this standard is 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.</p> <ul style="list-style-type: none"> • 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. • 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>R09-10.S1C4 Acquire and use new vocabulary in relevant contexts.</p>