

Summary of Changes Document 2010 AZ English Language Arts Standards

Grades 11-12 Reading Standards for Literature

2010 ELA Standard – Reading Standards for Literature Change Document

AZ Strand, Concept, PO	ELA Cluster	Movement
	Key Ideas and Details	
	11-12.RL.1: n/a	
R07.S2C1.02: Recognize multiple themes in works of prose, poetry, and drama. R08.S2C1.01: Analyze plot development (e.g., conflicts, subplots, parallel episodes) to determine how conflicts are resolved. R08.S3C1.02: Summarize the main idea (stated or implied) and critical details of expository text, maintaining chronological, sequential, or logical order.	11-12.RL.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	From G7 to G11-12 From G8 to G11-12
	11-12.RL.3: n/a	
	Craft and Structure	
	11-12.RL.4-6: n/a	
	Integration of Knowledge and Ideas	
R10.S2C1.03: Compare (and contrast) the illustration of the same theme in two different literary genres, using their structural features as the basis for the comparison (e.g., novel and play, poem, short story). VP.D1: Conduct research to evaluate the impact of language, subject matter and visual techniques used by media.	11-12.RL.7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	
	11-12.RL.8-9: n/a	
	Range of Reading and Level of Text Complexity	
R03.S1C5.01: Consistently read grade-level text with at least 90 percent accuracy. LS.D2: Deliver creative and dramatic interpretations of literary of original works.	11-12.RL.10: By the end of grade 11, read and comprehend literary nonfiction in the grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. AZRL.10a: By the end of grade 11, read and comprehend informational and functional text, including history/social studies, science, and technical texts, in the grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. 11-12.RL.10: By the end of grade 12, read and comprehend literary nonfiction in the grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. AZRL.10a: By the end of grade 12, read and comprehend informational and functional text, including history/social studies, science, and technical texts, in the grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range.	From G3 to G11-12 From G12+ to G11-12

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Grades 11-12 Reading Standards for Informational Text

AZ Strand, Concept, PO	ELA Cluster	Movement
	Key Ideas and Details	
	11-12.RI.1: n/a	
R09.S3C1.07: Explain how one excerpt relates and contributes to the reading selection (e.g., sentence to paragraph, paragraph to selection). R09-10.S3C1.03: Make relevant inferences by synthesizing concepts and ideas form a single reading selection. R09-10.S3C1.08: Support conclusions drawn from ideas and concepts in expository text.	11-12.RI.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	From G9 to G11-12
	11-12.RI.3: n/a	
	Craft and Structure	
R09-10.S1C4.02: Infer word meanings from context (e.g., definition, example, restatement, comparison/contrast, cause/effect). R09.S1C4.03: Distinguish between denotative and connotative meanings. R10.S1C4.03: Determine how the meaning of the text is affected by the writer’s word choice (e.g., literal vs. figurative language, idioms, adages).	11-12.RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	From G9-10 to G11-12
	11-12.RI.5-6: n/a	
	Integration of Knowledge and Ideas	
	11-12.RI.7-9: n/a	
	Range of Reading and Level of Text Complexity	
R03.S1C5.01: Consistently read grade-level text with at least 90 percent accuracy.	11-12.RI.10: By the end of grade 11, read and comprehend literary nonfiction in the grades 11 CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently a. AZ7.RI.11-12a: By the end of grade 11, read and comprehend informational and functional text, including history/social studies, science, and technical texts, in the grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range.	From G3 to G11-12

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Grades 11-12 Writing Standards

AZ Strand, Concept, PO	ELA Cluster	Movement
	Text Types and Purposes	
	11-12.W.1-3: n/a	
	Production or Distribution of Writing	
	11-12.W.4-6: n/a	
	Research to Build and Present Knowledge	
	11-12.W.7-8: n/a	
	Range of Writing	
	11-12.W.10: n/a	

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Grades 11-12 Speaking and Listening Standards**

Comprehension and Collaboration		
<p>LS.R3: Share ideas, information, opinions and questions LS.R5: Participate in group discussions. LS.D4: Evaluate and improve personal communication skills.</p>	<p>11-12.SL.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>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>b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspective.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize responses, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<p>From GK to G11-12 From G12+to G11-12</p>
<p>VP.D1: Conduct research to evaluate the impact of language, subject matter and visual techniques used by media. VP.D3: Research ethical issues related to the laws, rules and regulations for the use of media.</p>	<p>11-12.SL.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<p>From G12+to G11-12</p>
<p>LS.D4: Evaluate and improve personal communication skills.</p>	<p>11-12.SL.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<p>From G12+to G11-12</p>
Presentation of Knowledge and Ideas		
<p>LS.D1: Use clear and concise language when presenting analytical responses to literature, conveying technical information, and explaining complex concepts and procedures. LS.D3: Communicate information expressively, informatively and analytically through a variety of media to audiences inside or outside of school.</p>	<p>11-12.SL.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.</p>	<p>From G12+to G11-12</p>
<p>LS.D3: Communicate information expressively, informatively and analytically through a variety of media to audiences inside or outside of school. VP.D2: Expand abilities in developing multimedia presentations.</p>	<p>11-12.SL.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>From G12+to G11-12</p>
<p>LS-E3: Interpret and respond to questions and evaluate responses both as interviewer and interviewee.</p>	<p>11-12.SL.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>From G4-8 to G11-12</p>

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Grades 11-12 Language Standards

AZ Strand, Concept, PO	ELA Cluster	Movement
	Conventions of Standard English	
R10.S1C4.05: Determine the meanings pronunciations, contextually appropriate synonyms and antonyms, and correct spellings by using resources such as general and specialized dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.	11-12.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.	From G10 to G11-12
	11-12.L.2: n/a	
R10.S1C4.05: Determine the meanings, pronunciations, contextually appropriate synonyms and antonyms, and correct spellings by using resources such as general and specialized dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.	11-12.L.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	From G10 to G11-12
	Vocabulary Acquisition and Use	
R10.S1C4.02: Infer word meanings from context (e.g., definition, example, restatement, comparison/contrast, cause/effect). R10.S1C4.05: Determine the meanings, pronunciations, contextually appropriate synonyms and antonyms, replacement words and phrases, etymologies, and correct spellings of words by using resources such as general and specialized dictionaries, thesauri, or glossaries and CD-ROM and the Internet when available.	11-12.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. 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).	From G10 to G11-12
R09.S1C4.03: Distinguish between the denotative and connotative meanings of words. R10.S2C1.02: Analyze the author’s use of figurative language, including simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery in a literary selection. 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).	11-12.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	From G9 to G11-12 From G10 to G11-12

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Grades 11-12 Language Standards continued

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	Vocabulary Acquisition and Use continued	
<p>R09.S1C4.03: Distinguish between denotative and connotative words.</p> <p>R10.S1C4.01: Determine the meaning of vocabulary, using linguistic roots and affixes (e.g., Latin, Greek, Anglo-Saxon).</p> <p>R10.S1C4.02: Infer word meanings from context (e.g., definition, example, restatement, comparison/contrast, cause/effect).</p> <p>R10.S1C4.03: Determine how the meaning of text is affected by the writer’s word choice (e.g., literal vs. figurative language, idioms, adages).</p> <p>R10.S1C4.04: Identify the meaning of metaphors based on common literary allusions.</p> <p>R10.S1C4.05: Determine the meanings, pronunciations, contextually appropriate synonyms and antonyms, replacement words and phrases, etymologies, and correct spelling of words by using resources such as general and specialized dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.</p>	<p>11-12.L.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>From G9 to G11-12 From G10 to G11-12</p>

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