

**Summary of Changes Document 2010 AZ English Language Arts Standards**

**Grades 9-10 Reading Standards for Literature**

<b>AZ Strand, Concept, PO</b>	<b>ELA Cluster</b>	<b>Movement</b>
	<b>Key Ideas and Details</b>	
	9-10.RL.1-3: n/a	
	<b>Craft and Structure</b>	
	9-10.RL.4-6: n/a	
	<b>Integration of Knowledge and Ideas</b>	
<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.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>From G12 to G9-10</p>
	9-10.RL.8-9: n/a	
	<b>Range of Reading and Level of Text Complexity</b>	
<p>R03.S1C5.01: Consistently read grade-level text with at least 90 percent accuracy.</p> <p>LS.D2: Deliver creative and dramatic interpretations of literary or original works.</p>	<p>9-10.RL.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.</p> <p>AZRL.9-10a: 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>From G3 to G9-10 From G12+ to G9-10</p>

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**Grades 9-10 Reading Standards for Informational Text**

AZ Strand, Concept, PO	ELA Cluster	Movement
	<b>Key Ideas and Details</b>	
	9-10.RI.1-2: n/a	
	9-10.RI.3: n/a	
	<b>Craft and Structure</b>	
	9-10.RI.4-6: n/a	
	<b>Integration of Knowledge and Ideas</b>	
	9-10.RI.7-8: n/a	
<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>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 effectiveness of the organizational pattern (e.g., logic, focus, consistency, coherence, visual appeal) of expository text.</p> <p>R12.S3C1.04: Compare (and contrast) readings on the same topic, by explaining how authors reach the same or different conclusions based upon differences in evidence, reasoning, assumptions, purposes, beliefs, biases, and argument.</p> <p>R12.S3C1.05: Identify an author's implicit and stated assumptions about a subject, based upon evidence in the selection.</p>	<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>From G6 to G9-10 From G7 to G9-10 From G11 to G9-10 From G12 to G9-10</p>
	<b>Range of Reading and Level of Text Complexity</b>	
<p>R03.S1C5.01: Consistently read grade-level text with at least 90 percent accuracy.</p>	<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.</p> <p>a. AZ7.RI.9-10a: 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>From G3 to G9-10</p>

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**Grades 9-10 Writing Standards**

<b>AZ Strand, Concept, PO</b>	<b>ELA Cluster</b>	<b>Movement</b>
	<b>Text Types and Purposes</b>	
	9-10.W.1-3: n/a	
	<b>Production or Distribution of Writing</b>	
	9-10.W.4-6: n/a	
	<b>Research to Build and Present Knowledge</b>	
VP.D1: Conduct research to evaluate the impact of language, subject matter, and visual techniques used by the media. VP.D3: Research ethical issues related to the laws, rules and regulations for the use of media.	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.	From G12+ to G9-10
	9-10.W.8-9: n/a	
	<b>Range of Writing</b>	
	9-10.W.10: n/a	

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### Grades 9-10 Speaking and Listening Standards

AZ Strand, Concept, PO	ELA Cluster	Movement
	<b>Comprehension and Collaboration</b>	
LS.R3: Share ideas, information, opinions and questions LS.R5: Participate in group discussions. LS.D4: Evaluate and improve personal communication skills.	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 clearly. <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ol>	From GK to G9-10 From G12+ to G9-10
	9-10.SL.2: n/a	
LS.D4: Evaluate and improve personal communication skills.	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.	From G12+ to G9-10
	<b>Presentation of Knowledge and Ideas</b>	
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.	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.	From G12+ to G9-10
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.	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.	From G12+ to G9-10
	9-10.SL.6: n/a	

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**Grades 9-10 Language Standards**

<b>AZ Strand, Concept, PO</b>	<b>ELA Cluster</b>	<b>Movement</b>
	<b>Conventions of Standard English</b>	
	9-10.L.1-3: n/a	
	<b>Vocabulary Acquisition and Use</b>	
	9-10.L.4-5: n/a	
	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.	

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