

ENGLISH LANGUAGE ARTS
&
Literacy in History/Social Studies,
Science and Technical Subjects
Standards Explanations and Examples

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

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.

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2010 Reading Standards for Informational Text K-5	
Cluster	Explanation and Examples
Key Ideas and Details	
K.RI.1 With prompting and support, ask and answer questions about key details in a text.	<p style="text-align: center;">Source: commoncore.org See Appendices A and B for Text Complexity</p> <p>Class Discussion/Informational Text Kindergarten Unit 3 While reading informational books about community helpers, create a chart with the following headings: who, what, where, when, how, and why. Encourage children to listen for answers to those questions as you read the book aloud. Remind the students to pay close attention to the illustrations for details. To ensure each child's participation, give Post-Its or white boards to write or draw their ideas. Begin by talking about the author, illustrator, front, back, and title page of the book. Fill in the chart each time you read a new book about community helpers. Use this chart as inspiration to change the lyrics for "Do You Know the Muffin Man?" for community helpers in your neighborhood (e.g., "Do you know the fireman... That works on 12th and Main!") (RI.K.1, RI.K.2, RI.K.5, RI.K.7, L.K.1, SL.K.1, SL.K.3, SL.K.4)</p>
K.RI.2 With prompting and support, identify the main topic and retell key details of a text.	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>A variety of graphic organizers may help students identify the key details that support a main topic and pictures may be used instead of text. Following a read aloud, about early civilizations, students can draw pictures of ways in which those civilizations improved their lives (e.g., domesticating animals, tools, calendars, farming methods).</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Reading/Informational Text Kindergarten Unit 4 Create a KWL chart for American symbols and holidays to set the stage for asking questions, answering questions, and gathering information under main topics. Teachers may need to model questioning until the students begin to generate questions on their own. As the class reads an informational book (e.g., The Liberty Bell by Lloyd G. Douglas), look for information about the main topic. Remind the students of the importance of also studying the illustrations for information. Add the information to the KWL chart. Look for connections between ideas as you add information to the charts. Use Post-Its or white boards for students to fully participate in adding information to the charts. (RI.K.1, RI.K.2, RI.K.3, RI.K.7, RI.K.8)</p>

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1.RI.1 Ask and answer questions about key details in a text.	Source: ADE/ELA Committee See Appendices A and B for Text Complexity					
	Teachers model asking questions (who, what, where, when, why, and how) to elicit student responses to informational text.					
	Who?	What?	Where?	Why?	When?	How?
	Connections: SS01.S1C10.01 SS01.S2C9.01					
	Source: commoncore.org					
	Class Discussion/Reading/Informational					
	Grade 1 Unit 1					
	Tell the students that just because books are called “ABC books” it does not mean they are always easy to understand. Therefore, to understand them, we have to be willing to ask questions and to think deeply. Tell the students that they are going to look at <i>The Graphic Alphabet</i> by David Pelletier On each page, there is a letter, but there is something more going on than just that letter. Look at “A.” Have the students ask questions about the page and try to answer them (e.g., “Why is the letter “A” crumbling? Could the letter be a mountain? Is that an ‘avalanche’?”). There will be new vocabulary introduced, but as you go through the book and throughout the unit, students will have an opportunity to learn those words. (RI.1.1, RI.1.7, L.1.1, SL.1.2)					

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2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Teacher posts the question words (who, what, where, when, why, and how) and s/he says, “Let’s review what we just read. Turn to your elbow buddy and take turns asking your buddy questions beginning with the words on the board.” Teacher provides opportunities for students to practice formulating questions by providing question stems for students to use with a partner. Connections: SS02.S1C10.02, SS02.S2C9.01</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Class Discussion/Informational Text Grade 2 Unit 2 <i>Bill Pickett: Rodeo-Ridin’ Cowboy</i> by Andrea Davis Pinkney is a true story of an African-American cowboy. Prior to reading the story write questions they have about the story on a chart. After students read the story discuss the information they have learned. Ask students to choose two questions to answer and write on their white boards. Share the responses from the students. (RI.2.1, SL.2.2)</p>	

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3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Teachers connect this skill to Science or Social Studies lessons. Students recall facts such as how, who, where, or when of a given text. Students highlight, underline, or point to the answer found in the text. Students work in teams or partners to write and exchange questions.</p> <p style="text-align: right;">Source: commoncore.org</p> <p>Informational Reading/Note Taking Grade 3 Unit 3 Reading biographies of artists and musicians provides an opportunity for students to focus on noting important information in the text. Tell students that while they are reading or listening to someone else read a biography, they should note the key events that occur in the subject's life. Have students recall and generate a list of the key question words to consider such as "who, where, when, why, what, and how." Divide students into small groups and assign each group a question stem. Have students create a chart with the questions down the left hand column of the chart. Then create a similar chart on the board or a notepad in the front of the room. Using the key question words to guide comprehension, read aloud a biography of a famous person such as the singer Marian Anderson. As students hear answers to their questions have them raise their hands. Write answers on a class chart and have the students write the information on their own charts. (RI.3.7, RI.3.1, RI.3.3, W.3.8, L.3.2)</p>

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4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<p style="text-align: right;">Source: commoncore.org</p> <p>Informational Text Graphic Organizer Grade 4 Unit 2</p> <p>As a class, we will keep a chart of information with the categories listed below learned about seasons and weather, at home and far away. As the chart is filled in, we will use the information to talk about what we learned from nonfiction books and/or weather channel/kids.com either explicitly read or inferred.</p> <ul style="list-style-type: none"> • Type of weather • How is it caused? • What positive effects does this weather have? • What negative effects can this weather have? • What do we need to do to prepare for this kind of weather? • What parts of the world experience this weather? • What are the “weather” words we should know? (e.g., meteorology, prediction, forecast, etc.) <p>Write your own response on a sticky note, on a white board, or in your journal and share it with a partner before each section of the class chart is filled in. (RF.4.4, RF.4.4, RI.4.1, RL.4.2, RL.4.4, RI.4.9, L.4.4)</p>	

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5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Teachers will model think-alouds as they read to show students how to gather information from different parts of a text that will support an inference.</p> <p>If students read facts about sea turtles laying numerous eggs plus the number of predators and dangers young turtles face, they would infer that a percentage of the offspring possibly will not survive to adulthood. Students will quote or paraphrase the portions of text that led them to the inference.</p> <p>Students use graphic organizers (main topic and supporting facts) to assist them as they take notes.</p> <div style="text-align: center; margin: 20px 0;"> <pre> graph TD A[Inference] --- B[Supporting Quote from Text] A --- C[Supporting Quote from Text] A --- D[Supporting Quote from Text] </pre> </div> <p style="text-align: center;">Source: commoncore.org</p> <p>Bio-poem Grade 5 Unit 1 Read all you can about a favorite sports hero, author, poet, illustrator, artist, or musician. Make a chart in your journal that includes the following information:</p> <ul style="list-style-type: none"> • Name of your person • Where he/she lived • When he/she lived • What did he/she do that made him/her famous? • What are some additional facts you found interesting? <p>After finishing this research, create a bio-poem based on the person you chose. Make sure you can explain why you chose the words you put into the bio-poem, and create a digital presentation of both.</p>

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(RI.5.1, W.5.7, L.5.1a)	
2010 Reading Standards for Informational Text 6-12	
Cluster	Explanation and Examples
Key Ideas and Details	
6.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Students identify central idea as the underlying message suggested by an author in a piece of writing. Students identify one central idea in a text and then identify the details in the text that support the central idea. Then they will explain how the details express the central idea. Students summarize the text to identify a central idea along with supporting details. Summaries are objective and do not contain personal opinions or perspectives. Students write an objective summary about the central idea and supporting details in an article from National Oceanic and Atmospheric Administration's (NOAA) National Weather Service Office of Meteorology on how people plan for and respond to drought. Students read an article relating to the structure of government (e.g., theocracy, dictatorship, republic, monarchy, democracy, anarchy, etc.). Students may identify the central idea of the article and identify supporting details. Students may then present a summary of the article. Students may read an informational article about a historically relevant topic (e.g., early civilizations, Renaissance, ancient Greece and Rome, etc.) to determine the central idea and provide an objective summary.</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Informational Text Response Grade 6 Unit 2 After reading folklore from a particular country, choose informational text about the country/culture of origin to read. What does the informational text tell you about a country/culture that folklore does not? Write your thoughts in your journal, and share your ideas with a partner. (RI.6.2, RI.6.4)</p>

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7.RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Student identifies several specific instances in the text to support an explicit or inferential analysis of the text. Citations may be written or orally presented. In a formal or informal written or oral response, students paraphrase or quote directly from the text to support their analysis or inference. Students read and analyze the Thirteenth, Fourteenth, or Fifteenth Amendment and cite textual evidence to support their analysis of what the text says. Connection: SS07.S1C6.06</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Informational Text Response Grade 7 Unit 2 While reading <i>Dare to Dream!: 25 Extraordinary Lives</i> by Sandra McLeod Humphrey, think about how each person has a different limit to which he/she can be pushed while overcoming the challenges and obstacles he/she faces. Write a response to this question in your journal: “How do expectations affect what one can accomplish?” Justify your answer with specific information from the text. (RI.7.1)</p>
7.RI.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Students understand that a central idea is an underlying message an author conveys in a piece of writing. Students identify two or more central ideas in a text and are able to follow both through an entire selection. Students summarize texts to identify relevant and important information and central ideas. Students read an essay describing the factors leading to the Civil War and write/present a summary in which they identify and explain the development throughout the essay of at least two central ideas. Students examine Abraham Lincoln’s Emancipation Proclamation to determine two or more central ideas. Students then analyze the development of the central ideas over the course of the text. Connection: SS07.S1C6.02</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Class Discussion Grade 7 Unit 2 Based on <i>Inventing the Future: A Photo Biography of Thomas Alva Edison</i> by Marfe Ferguson Delano, Edison appears to see failures as successes. How can a failure be construed as a success? Write your ideas in your journal prior to class discussion. Then, discuss as a class, citing information from texts read. (RI.7.1, RI.7.2)</p>

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8.RI.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A & B for Text Complexity</p> <p>The student will be able to identify specific instances in text that most strongly support an explicit or inferential analysis of the text. Citations may be written or orally presented. Students paraphrase or quote directly from the text to support their analysis or inference in a formal or informal written or oral response. Students will read and analyze a piece of text (Amendments to the Constitution, Supreme Court cases, etc.) and cite evidence from the text to support their analysis. Connections: SS08.S3C3.05; 07</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Introductory Activity/Class Discussion Grade 8 Unit 4 Read <i>Museum ABC</i> or <i>Museum Shapes</i> by the Metropolitan Museum of Art with the class. What is the author's purpose in creating these texts? How do these books provide a different way of looking at art and artists? How is this presentation similar to or different from information you find online? Consider creating your own ABC book of art and artists as a class. (RI.8.1, RI.8.6, RI.8.7)</p>

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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. (continued next page)	<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>

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11-12.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (Continued next page.)	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A & B for Text Complexity</p> <p>This standard asks students to analyze themes, key ideas, main ideas, and supporting ideas within complex texts and evaluate and critique the coherence, validity, and relevance of ideas, evidence, and arguments.</p> <ul style="list-style-type: none"> Teachers are encouraged to use the Socratic Method, cooperative learning approaches, and written responses. Students will use understanding of the interrelationships among organizational patterns, textual features, graphical representations, and ideas to analyze the text including the identification of unsupported references or fallacious reasoning. Students cite their evidence. Students will use a stylistic guide to support connections with the writing standards including paraphrasing, quotations, internal citations, and works cited. Students evaluate newspaper articles using SOAPSTone (Subject, Occasion, Audience, Purpose, Speaker, and Tone). Students compare Martin Luther King Jr's "Letter from Birmingham Jail" to Malcolm X's "The Ballot or the Bullet" to determine similar themes. Students use electronic or paper graphic organizers to isolate thesis, key ideas, and supporting details for each key idea. <p>Connection: ETHS.S2C1</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Research Paper Grade 12 Unit 5 Use specific evidence from various sources studied in this unit and/or additional sources to write a research paper that answers: How does the literature of the Romantic and Victorian era show tension between art for art's sake (where art includes literature) and art as a response to social and cultural conflict? Include an original, concise thesis statement to answer this essential question. (RL.11-12.1, RI.11-12.1, W.11-12.7, W.11-12.8)</p>