

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 Writing Standards K-5	
Cluster	Explanation and Examples
Text Types and Purposes	
1.W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	<p>Source: ADE/ELA Committee</p> <p>Teachers create a focus or word wall to emphasize key features or expectations as a resource for students. Teachers select topics from Social Studies or Science Standards. Students create a book review to share and gain feedback from peers.</p> <p>Source: commoncore.org</p> <p>Writing/Opinion/Prompt Grade 1 Unit 5 Give students this prompt: “Choose one of the people we have been reading about that you think is the most interesting. Write about the person. Be sure to name the person and to tell why you think he or she is the most interesting. Also make sure you support your opinion with ideas from the book(s) we read.” (W1.1)</p>

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2010 Writing Standards K-5	
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Text Types and Purposes	
2.W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	<p style="text-align: right;">Source: ADE/ELA Committee</p> <p>Connections: SS02.S2C9.01, SS02.S5C5.01, SS02.S4C5.02, SS02.S1C10.02</p> <p style="text-align: right;">Source: commoncore.org</p> <p>Literature/Opinion-Writing Grade 2 Unit 5 Give the students this prompt: “We have listened to and read folktales from all over the world. Why do you think stories are handed down from one group of people to another? Be sure to support your opinion with strong reasons.” (W.2.1)</p>

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3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. <ol style="list-style-type: none"> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. Provide a concluding statement or section. 	<p style="text-align: right;">Source: commoncore.org</p> <p>Reflective/Opinion Writing Grade 3 Unit 3 Give the students this prompt: “You began this unit with a discussion about three words: creative, inventive, and notable. Choose the person from this unit that you believe to be the most creative, inventive, and notable. Write about the person you choose, and give reasons how they are creative, inventive, and notable.” (W.3.1, L.3.2)</p> <p style="text-align: right;">Source: commoncore.org</p> <p>Literary/Writing/Opinion Piece Grade 3 Unit 6 Give the students this prompt: “Choose the most interesting mythical character in your opinion. Be sure to support your opinion with strong reasons and to connect your writing to specific parts of the myth. Be sure also to use linking words and phrases (e.g., because, therefore, since, and for example) to connect your opinion and reasons. Provide a concluding statement.” (RL.3.2, W.3.1, W.3.1, L.3.1)</p>

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<p>4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>There are many types of persuasive text (e.g., advertisement, campaign, letters to editor). It can be an advertisement or paragraph that attempts to influence the reader to agree with an opinion or take a particular action. The writer states multiple reasons that are supported by facts. Facts and reasons are organized in a logical manner to show awareness of the audience through word choice and style. A fourth grade level appropriate opinion piece will have a clearly stated topic sentence, supporting statements held together by transition words and a concluding statement. The following examples of signal words for transition are used in persuasive text.</p> <ul style="list-style-type: none"> • Emphasis: above all, chiefly, with attention to, especially, particularly, singularly • Addition: also, again, as well as, besides, coupled with, furthermore, in addition, likewise, moreover, similarly • Consequence: accordingly, as a result, consequently, for this reason, for this purpose, hence, otherwise, so then, subsequently, therefore, thus, thereupon, wherefore • Contrast and Comparison: contrast, by the same token, conversely, instead, likewise, on one hand, on the other hand, on the contrary, rather, similarly, yet, but, however, still, nevertheless, in contrast • Exemplifying: chiefly, especially, for instance, in particular, markedly, namely, particularly, including, specifically, such as • Generalizing: as a rule, as usual, for the most part, generally, generally speaking, <p>Loaded words: everybody, don't get left out..., before it's too late... limited time only... be the envy of your friends</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Class Discussion/Letter Writing Grade 4 Unit 4 With a partner, discuss the message of Patrick Henry's speech "Give Me Liberty or Give Me Death." Then, discuss the message of his speech as a class within the context of learning about the American Revolution. Does knowing historical information change your understanding of the message? Why or why not? Then, individually, write a letter to Patrick Henry, explaining your reactions to the message of his speech. (W.4.1, SL.4.1, SL.4.3, SL.4.4, L.4.1, L.4.2)</p>

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Text Types and Purposes	
<p>5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>There are many types of persuasive text (e.g., advertisement, campaign, letters to editor). It can be an advertisement or paragraph that attempts to influence the reader to agree with an opinion or take a particular action. The writer must state multiple reasons that are supported by facts. Facts and reasons should be organized in a logical manner and show awareness of the audience through word choice and style. A fifth grade level appropriate opinion piece would have a clearly stated topic sentence, supporting statements held together by transition words and a strong concluding statement. The following examples of signal words for transition can be used in persuasive text.</p> <ul style="list-style-type: none"> • Emphasis: above all, chiefly, with attention to, especially, particularly, singularly • Addition: also, again, as well as, besides, coupled with, furthermore, in addition, likewise, moreover, similarly • Consequence: accordingly, as a result, consequently, for this reason, for this purpose, hence, otherwise, so then, subsequently, therefore, thus, thereupon, wherefore • Contrast and Comparison: contrast, by the same token, conversely, instead, likewise, on one hand, on the other hand, on the contrary, rather, similarly, yet, but, however, still, nevertheless, in contrast • Exemplifying: chiefly, especially, for instance, in particular, markedly, namely, particularly, including, specifically, such as • Generalizing: as a rule, as usual, for the most part, generally, generally speaking • Loaded words: everybody, don't get left out..., before it's too late..., limited time only..., be the envy of your friends. <p style="text-align: center;">Source: commoncore.org</p> <p>Role Playing/Artistic Appreciation Grade 5 Unit 2 To help you appreciate how difficult it was for Michelangelo to paint the Sistine Chapel ceiling, tape paper under your desk and then draw a detailed picture for thirty minutes without stopping. After thirty minutes, switch from pencil to paint. With your classmates, discuss the experience, and how it helps you to appreciate the work that went into creating the Sistine Chapel ceiling. Finally, write in your journal about what it must have been like to tackle a project that took years for Michelangelo to complete in difficult conditions. (SL.5.1a, b, W.5.1a, b, c, d)</p>

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2010 Writing Standards 6-12	
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Text Types and Purposes	
<p>6.W.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>Writing an argument is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.</p> <p>Students write arguments based on a thesis (e.g., persuasive essays or letters, debates, speeches, paragraphs, multi-media presentations, documents meant to convince, influence or sway) and will support their claims with credible sources.</p> <p>Writing an argument:</p> <ul style="list-style-type: none"> • establishes and develops a controlling idea • supports arguments with detailed evidence • includes persuasive techniques and excludes irrelevant information • attributes/cites sources of information as necessary using a standard, recognized format • provides a conclusion that follows from the presented argument <p>Students use a variety of writing formats to meet the standard.</p> <p>Practice Options:</p> <p>Write an essay explaining to their parents why they need a cell phone.</p> <p>Write a persuasive letter to their principal asking for a longer lunch period.</p> <p>Students write a persuasive essay outlining reasons to support their claim of the best renewable or nonrenewable energy resource.</p> <p>Students write a persuasive speech from a prominent historical figure (e.g., Martin Luther, Julius Caesar, Alexander the Great, etc.) about a relevant issue or concern of the time.</p> <p>Connections: SS06.S2, SC06.S5C3.01</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Literature Response/Essay Grade 6 Unit 1</p> <p>How is listening to <i>Peter Pan</i> by J.M. Barrie, <i>Peter and the Starcatchers</i> by Dave Barry, Ridley Pearson, and Greg Call, or <i>James and the Giant Peach</i> by Roald Dahl as an audio book similar to/different from reading the book? Which do you prefer? Why? Write an argument to support your preference in your journal. (RL.6.7, W.6.1, L.6.1)</p>

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7.W.1 (continued) a. Provide a concluding statement or section that follows from and supports the argument presented.	
7.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (continued next page) a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>Students write informative/explanatory texts based on a thesis (e.g., expository or descriptive essays, summaries, paragraphs, informational letters, press releases, newspaper article, multi-media presentations, contributions to informational-based websites, reports, etc.).</p> <p>Students use a variety of writing formats and topics to meet the standard:</p> <ul style="list-style-type: none"> • informative or explanatory text regarding a topic in science, social studies, technology, etc. • submit a report to a publication or website • assume the persona of a historical figure • write a letter from the battlefield, farm, wagon train, reservation, etc. • write a press release or newspaper article based on a historical event, scientific or technological discovery, current event, school event <p>Students research and write an informational article about a scientific discovery that influences technology. Students may incorporate graphic representations into their article.</p> <p>Connections: SC07.S3C2.04, ET07.S4C2.01; 02</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Reflective Essay Grade 7 Unit 3</p> <p>Write a written response to the essential question, based on the literature read and discussed in class: “How does real-world determination inform the depiction of characters in literature?” Cite specific details from texts read, not only from English class, but also from history class. After your teacher reviews your first draft, work with a partner to edit and strengthen your writing. Be prepared to summarize your thoughts on two PowerPoint slides that include visuals. All slides will be combined into a single presentation for posting on the class webpage. (W.7.2, W.7.4, W.7.9, L.7.1, L.7.2, L.7.3)</p>

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<p>8.W.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>Students will write arguments based on a thesis (e.g., persuasive essays or letters, paragraphs, debates, speeches, multimedia presentations, documents designed to convince, influence, or sway, etc.) and will support their claims with clear reasons and relevant, credible evidence.</p> <p>Writing an argument includes establishing and developing a controlling idea, supporting arguments with detailed evidence, including persuasive techniques, excluding irrelevant information, and attributing or citing sources of information as necessary using a standard, recognized format.</p> <p>Students may use a variety of writing formats to meet the standard including write a letter to the principal arguing that more elective classes should be offered, write an essay to argue the need to recycle, craft a debate about whether uniforms should or should not be required at school, write a speech outlining why to elect someone for a student council office.</p> <p>Students will keep a record of observations, notes, questions, and ideas to support or reject a proposed hypothesis using written or computer logs.</p> <p>Students will write an argument to support their claim with relevant evidence.</p> <p>Connections: SC08.S1C2.02;05, SS08.S4C1.01, ET08.S4C1.01, ET08.S4C2.01;02</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Speech Writing/Presentation Grade 8 Unit 6</p> <p>Compare the societal discriminations the Logan family experienced in <i>Roll of Thunder, Hear My Cry</i> by Mildred Taylor (read in unit 2) to the gender discrimination in <i>Little Women</i> by Louisa May Alcott. How are the characters' experiences similar yet different? Write a speech where you argue which form of discrimination is more detrimental, cite specific passages from the texts, and present your speech to the class.</p> <p>(RL.8.1, RL.8.2, RL.8.3, RL.8.10, W.8.1, W.8.4, L.8.5, L.8.1, L.8.2, L.8.3, L.8.5)</p>

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<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>

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<p>11-12.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) a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>The purpose of argument and persuasive writing is to influence readers to take a particular action or to think in a particular way.</p> <ul style="list-style-type: none"> • Students will write diverse texts with a specific purpose (e.g., persuasive essays, letters, debates, speeches, documents based on a thesis designed to convince, influence, or sway, etc.) and will support their claims with clear reasons and relevant evidence. • Students will acknowledge and refute opposing arguments when writing an argument paper. • Students will state a claim/opinion and provide evidence for that claim/opinion using a specific format for structure. • Students write a public service announcement persuading citizens to vote. • Students write a letter to the editor about a community issue (e.g., teen curfew laws, racial profiling, and affirmative action) asking for a change in policy. • Students research and write about a controversial local, national, or global issue, establishing a claim, addressing opposition, and supporting the claim with valid evidence. <p>Connections: SC.HS.S1C1, SS.HS.S5C1.05</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Seminar and Essay Grade 12 Unit 1 “To what degree does medieval literature regard human existence as secondary to the divine?” Use textual evidence from one of the texts read in this unit to support an original, concise thesis statement. (RL.11-12.2, W.11-12.1, SL.11-12.1, SL.11-12.3)</p>