# TABLE OF CONTENTS

I. Mission Statement, Philosophy and Goals.................................3
II. AZCCR Standards for English Language Arts, Grades 6-1........4
III. Glossary of Curricular Terms............................................13
MISSION STATEMENT

The Department of Curriculum and Instruction will provide a rigorous and relevant curriculum, professional development, and assessments that will deliver evidence of successful performance and targeted interventions that teachers can use to provide students with appropriate levels of support.

INSTRUCTIONAL PHILOSOPHY

Students learn best when they are actively engaged with rigorous and relevant lessons that are taught and assessed by highly qualified and caring teachers. The English Language Arts (ELA) curricula are driven by standards-based* learning outcomes and measured by aligned assessments that inform instruction. The curricula are designed to explore big ideas, essential questions, and promote enduring understandings. Technology is integrated into the curricula to promote 21st Century skills that help students solve real-life, complex problems.

The Office of Curriculum Development designs, aligns, articulates, and assesses curricula that support academically rigorous learning for all students. In addition, the curricula integrate college and career readiness skills and include culturally relevant practices. Curriculum development is an ongoing process. We review and revise the curricula regularly to meet the changing demands of our students and community.

“The Common Core standards are not a panacea; much depends on the curricula that states and districts select to implement them.”

--Charles Upton Sham (4/20/2014)

*http://www.azed.gov/standards-practices/englishlanguageartsstandards/

DISTRICT STRATEGIC PRIORITIES 2015-2016

Design a curriculum that includes common interim and end-year assessments and aligns resources that are culturally responsive to the diverse interests and needs of the students.

Ensure all third year teachers and beyond meet the needs of every learner by delivering culturally responsive curriculum that engages students and are proficient in using effective question and discussion techniques in their lessons.

Ensure all designated support personnel attend bi-weekly professional development to develop the capacity to provide purposeful professional development at the site level that is focused on implementing aligned curriculum and decentralized based on individual site capacity.

Collect and analyze English Language Arts, Mathematics, and Writing Data using data notebooks and other tools and provide staff development on how to appropriately use the data to drive instructional decisions.
AZCCR ELA Standards—Grade 6

**RI-1:** Cite textual evidence that supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**RI-2:** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions/judgments.

**RI-3:** Analyze in detail how a key individual/event/idea is introduced, illustrated or elaborated (e.g., through examples or anecdotes).

**RI-4:** Determine meaning of words/phrases as used in a text, including figurative/connotative/technical meanings.

**RI-5:** Analyze how a particular sentence/paragraph fits into the overall structure of the text and contributes to the development of theme/setting/plot.

**RI-6:** Determine an author’s point of view or purpose in a text and explain how it is conveyed.

**RI-7:** Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.

**RI-8:** Trace/evaluate the argument and specific claims in a text, distinguishing claims that are supported by reason/evidence from those that are not.

**RI-9:** Compare and contrast one author’s presentation of events with that of another (e.g., memoir written and biography of same person).

**RI-10:** By the end of the year, read and comprehend literary nonfiction at the grades 6–8 text complexity band proficiently with scaffolding at high end if needed.

- By year’s end, comprehend informational/functional text (history/science/technical) in grades 6–8 text complexity band proficiently with scaffolding.

**W-1:** Write arguments to support claims with clear reasons and relevant evidence

  a: Introduce claim(s) and organize the reasons and evidence clearly.

  b: Support claims with clear reasons and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

  c: Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

  d: Establish and maintain a formal style.

  e: Provide a concluding statement or section that follows from the argument presented.

**W-2:** Write informative/explanatory texts to examine topic, convey ideas/concepts/information through the selection, organization, and analysis of relevant content.

  a: Introduce topic; organize ideas/concepts/info (compare/contrast/definition/cause/effect/charts/tables/multimedia) as useful.

  b: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

  c: Use appropriate transitions to clarify the relationships among ideas and concepts.

  d: Use precise language and domain-specific vocabulary to inform about or explain the topic.

  e: Establish and maintain a formal style; f: Provide a concluding statement or section that follows from the information or explanation presented.

**W-3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

  a: Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize a natural/logical event sequence.

  b: Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

  c: Use a variety of transition words/phrases/clauses to convey sequence/signal shifts in time/setting, and show the relationships among experiences and events.

  d: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

  e: Provide a conclusion that follows from the narrated experiences or events.

**W-4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and
audience.
a: Produce clear/coherent functional writing (formal letters/timelines/graphs/tables/maps/diagrams) developed/organized appropriately to task/purpose/audience.
W-5: With guidance/support, develop/strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W-6: Use technology, including the Internet, to produce/publish/writing, and to interact and collaborate with others; show command of keyboard (3 pages in 1 sitting).
W-7: Conduct short research projects to answer a question, using several sources and refocusing the inquiry when appropriate.
W-8: Gather info from multiple sources; assess credibility of each source; quote/paraphrase; avoid plagiarism; provide basic bibliographic information for sources.
W-9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
a: Apply grade 6 Reading standards to literature.  
b: Apply grade 6 Reading standards to literary nonfiction.
W-10: Write routinely over extended time (for research/reflection/revision) and shorter times (day or two) for range of discipline-specific tasks/purposes/audiences.

SL-1: Engage in a range of collaborative discussions with diverse partners on grade 6 topics/texts/issues, building on others’ ideas and expressing their own clearly.
a: Come to discussions prepared (read/studied material); show preparation by referring to evidence on topic/text/issue to probe and reflect on ideas under discussion.
b: Follow rules for collegial discussions and decision-making, set goals and deadlines, and define individual roles as needed.
c: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion.
d: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
SL-2: Interpret information presented in diverse media/formats (visually/quantitatively/orally) and explain how it contributes to a topic under study.
SL-3: Delineate a speaker’s argument/specific claims; distinguishing claims that are supported by reason and evidence from claims that are not.
SL-4: Present claims/findings, sequencing ideas logically; use pertinent description/facts/details to stress main ideas; use eye contact/voice volume/clear pronunciation.
SL-5: Include multimedia and visual displays into presentations to clarify information.
SL-6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L-1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
a: Ensure that pronouns are in the proper case (subjective, objective, possessive).
b: Use intensive pronouns (e.g., myself, ourselves)
c: Recognizing and correct inappropriate shifts in pronoun number and person.
d: Recognize and correct vague pronouns (ones with unclear or ambiguous antecedents).
e: Recognize variations from Standard English in their own and in others’ writing/speaking, identifying strategies to use conventional English.
L-2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
a: Use commas/parentheses/dashes to set off non-restrictive parenthetical elements; b: Spell correctly.
L-3: Show knowledge of language in speaking/reading/writing/listening: a: Vary sentence pattern for meaning/interest/style; b: maintain consistent style/tone.
L-4: Use various strategies to clarify meaning: a: context; b: Greek/Latin affixes/roots; c: reference materials; d: verify initial determination.
L-5: Show understanding of figurative language/nuances in word meanings; a: figures of speech; b: word relationships; c: different connotations among synonyms.
L-6: Acquire/use accurately grade-appropriate academic/domain-specific words; use vocabulary knowledge to figure out words important to comprehension/expression.
AZCCR ELA Standards—Grade 7

**RL-1:** Cite several pieces of textual evidence that supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**RL-2:** Determine theme/central idea of a text and analyze its development; provide objective summary of the text.

**RL-3:** Analyze how particular elements a story or drama interact (e.g., how setting shapes the characters or plot).

**RL-4:** Determine meaning of words/phrases/figurative/connotative language; analyze impact of rhymes/alliteration on a specific verse/stanza or section of story/drama.

**RL-5:** Analyze how a drama or poem’s form or structure (sonnet/soliloquy) contributes to its meaning.

**RL-6:** Analyze how an author develops and contrasts the different points of view of characters or narrators in a text.

**RL-7:** Compare/contrast a written story/drama/poem to its audio/filmed/staged version, analyzing effects of techniques such as lighting/sound/color/camera angles.

**RL-9:** Compare/contrast a fictional portrayal of a time/place/character and a historical account of the same period to understand how authors of fiction use/alter history.

**RL-10:** By the end of the year, read and comprehend stories, dramas, and poems, at the high end of grades 6–8 text complexity band with scaffolding.

**RI-1:** Cite several pieces of textual evidence to supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**RI-2:** Determine two or more central ideas of a text; analyze their development over the course of the text; provide an objective summary of the text.

**RI-3:** Analyze interactions between individuals, ideas, or events (how ideas/events influence individuals and how individuals influence ideas/events).

**RI-4:** Determine meaning of words/phrases/figurative/connotative/technical language; analyze impact of word choices on meaning/tone.

**RI-5:** Analyze the structure an author uses to organize a text, including how major sections contribute to the whole and to the development of the ideas.

**RI-6:** Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his position or point of view from that of others.

**RI-7:** Compare/contrast a text to an audio/video/multimedia version, analyzing each medium’s portrayal (e.g., how the delivery of a speech affects its impact).

**RI-8:** Trace/evaluate the argument and specific claims in a text, assessing whether reasoning is sound and the evidence relevant/sufficient to support the claims.

**RI-9:** Analyze how two or more authors on the same topic shape their presentations of key information by emphasizing different evidence or interpretations of facts.

**RI-10:** By the end of the year, read and comprehend literary nonfiction at the grades 6–8 text complexity band proficiently with scaffolding at high end if needed.

- By year’s end, comprehend informational/functional text (history/science/technical) in grades 6–8 text complexity band proficiently (with scaffolding at high end).

**W-1:** Write arguments to support claims with clear reasons and relevant evidence

- a: Introduce claim(s), acknowledge alternate/opposing claim(s), and organize the reasons and evidence logically.
- b: Support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d: Establish and maintain a formal style.
- e: Provide a concluding statement or section that follows from and supports the argument presented.

**W-2:** Write informative/explanatory texts to examine topic, convey ideas/concepts/information through the selection, organization, and analysis of relevant content.

- a: Introduce topic clearly, previewing what’s to follow; organize ideas/concepts/info (compare/contrast/definition/cause/effect/charts/tables/multimedia) as useful.
- b: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d: Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e: Establish and maintain a formal style.
- f: Provide a concluding statement or section that follows from and supports the information or explanation presented.

**W-3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a: Engage and orient the reader by establishing a context/point of view and introducing a narrator and/or characters; organize a natural/logical event sequence.
- b: Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- c: Use a variety of transition words/phrases/clauses to convey sequence/signal shifts in time/setting, and show the relationships among
experiences and events.
d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
e: Provide a conclusion that follows from and reflects on the narrated experiences or events.
W-4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
a: Produce clear/coherent functional writing (formal letters/timelines/graphs/tables/maps/diagrams) developed/organized appropriately to task/purpose/audience.
W-5: With guidance/support, develop/strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on purpose/audience.
W-6: Use technology, including the Internet, to produce/publish/writing, and link to and cite sources to interact and collaborate with others.
W-7: Conduct short research projects to answer a question, using several sources and generating additional questions for further research and investigation.
W-8: Gather info from multiple sources; use search terms effectively; assess credibility/accuracy of sources; quote/paraphrase; avoid plagiarism/follow citation format.
W-9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
a: Apply grade 7 Reading standards to literature.  
b: Apply grade 7 Reading standards to literary nonfiction.
W-10: Write routinely over extended time (for research/reflection/revision) and shorter times (day or two) for range of discipline-specific tasks/purposes/audiences.

SL-1: Engage in a range of collaborative discussions with diverse partners on grade 7 topics/texts/issues, building on others’ ideas and expressing their own clearly.
a: Come to discussions prepared (read/researched material); show preparation by referring to evidence on topic/text/issue to probe/reflect on ideas under discussion.
b: Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
c: Pose questions that elicit elaboration and respond to others’ questions/comments with relevant observations/ideas that bring the discussion back on topic as needed.
d: Acknowledge new information expressed by others, and, when warranted, modify their own views.
SL-2: Analyze main ideas/details presented in diverse media/formats (visually/quantitatively/orally) and explain how the ideas clarify a topic, text or issue.
SL-3: Delineate a speaker’s argument/specific claims; evaluate soundness of reasoning/sufficiency of evidence.
SL-4: Present claims/findings; emphasize points in focused/coherent way (description/facts/details/examples); use eye contact/voice volume/clear pronunciation.
SL-5: Include multimedia and visual displays into presentations to clarify claims/findings and emphasize salient points.
SL-6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L-1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
a: Explain the function of phrases/clauses in general and their function in specific sentences.
b: Choose simple, complex, compound, and complex-compound sentences to signal differing relationships among ideas.
c: Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
L-2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
a: Use comma to separate coordinate adjectives;  
b: Spell correctly.
L-3: Show knowledge of language in speaking/reading/writing/listening;  
a: Choose language to express ideas precisely/concisely, eliminating wordiness/redundancy.
L-4: Use various strategies to clarify meaning:  
a: context;  
b: Greek/Latin affixes/roots;  
c: reference materials;  
d: verify initial determination.
L-5: Show understanding of figurative language/nuances in word meanings;  
a: figures of speech;  
b: word relationships;  
c: different connotations among synonyms.
L-6: Acquire/use accurately grade-appropriate academic/domain-specific words; use vocabulary knowledge to figure out words important to comprehension/expression.
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<th>AZCCR ELA Standards—Grade 8</th>
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<td><strong>RL-1:</strong> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</td>
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<td><strong>RL-2:</strong> Determine theme/central idea of a text and analyze its development, including its relationship to characters/setting/plot; provide objective summary of the text.</td>
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<td><strong>RL-3:</strong> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</td>
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<td><strong>RL-4:</strong> Determine meaning of words/phrases/figurative/connotative language; analyze impact of word choices/analogies/allusions on meaning/tone.</td>
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<td><strong>RL-5:</strong> Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</td>
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<td><strong>RL-6:</strong> Analyze how differences in points of view of characters/audience/reader (e.g., created by using dramatic irony) produce such effects as suspense or humor.</td>
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<td><strong>RL-7:</strong> Analyze extent to which filmed/live production of story or drama stays faithful/departs from the text or script, evaluating choices made by director or actors.</td>
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<td><strong>RL-9:</strong> Analyze how a modern fiction draws on themes/events/characters from myths, traditional stories, or religious works, describing how the original is made new.</td>
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<td><strong>RL-10:</strong> By the end of the year, read and comprehend stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</td>
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| **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. |
| **RI-2:** Determine central idea of a text; analyze its development, including its relationship to supporting ideas; provide an objective summary of the text. |
| **RI-3:** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). |
| **RI-4:** Determine meaning of words/phrases/figurative/connotative/technical language; analyze impact of word choices/analogies/allusions on meaning/tone. |
| **RI-5:** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. |
| **RI-6:** Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. |
| **RI-7:** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. |
| **RI-8:** Delineate/evaluate the argument/claims in text, assess if reasoning is sound/evidence relevant/sufficient to support the claims; recognize irrelevant evidence. |
| **RI-9:** Analyze a case in which two or more texts provide conflicting information on the same topic; identify where the texts disagree on matters of fact or interpretation. |
| **RI-10:** By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently. |
| **RI-11:** By year’s end, read/comprehend informational/functional text (history/science/technical) in grades 6–8 text complexity band independently and proficiently. |

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<th>W-1:** Write arguments to support claims with clear reasons and relevant evidence</th>
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<td><strong>a:</strong> Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</td>
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<td><strong>b:</strong> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</td>
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<td><strong>c:</strong> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</td>
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<td><strong>d:</strong> Establish and maintain a formal style.</td>
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<td><strong>e:</strong> Provide a concluding statement or section that follows from and supports the argument presented.</td>
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<th>W-2:** Write informative/explanatory texts to examine topic, convey ideas/concepts/information through the selection, organization, and analysis of relevant content.</th>
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<tr>
<td><strong>a:</strong> Introduce topic clearly, previewing what’s to follow; organize ideas/concepts/information into categories; include headings/charts/tables and multimedia as useful.</td>
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<td><strong>b:</strong> Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</td>
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<td><strong>c:</strong> Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</td>
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<td><strong>d:</strong> Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
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| W-3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well- |

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structured event sequences.
a: Engage and orient the reader by establishing a context/point of view and introducing a narrator and/or characters; organize a natural/logical event sequence.
b: Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
c: Use a variety of transition words/phrases/clauses to convey sequence/signal shifts in time/setting, and show the relationships among experiences and events.
d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
e: Provide a conclusion that follows from and reflects on the narrated experiences or events.

W-4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
a: Produce clear/coherent functional writing (formal letters/timelines/graphs/tables/maps/diagrams) developed/organized appropriately to task/purpose/audience.

W-5: With guidance/support, develop/strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on purpose/audience.

W-6: Use technology, including the Internet, to produce/publish/present information and ideas efficiently and to interact and collaborate with others.

W-7: Conduct short research projects to answer a question, using several sources and generating additional questions, which allow for multiple avenues of exploration.

W-8: Gather info from multiple sources; use search terms effectively; assess credibility/accuracy of sources; quote/paraphrase; avoid plagiarism/follow citation format.

W-9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
a: Apply grade 8 Reading standards to literature.    b: Apply grade 8 Reading standards to literary nonfiction.

W-10: Write routinely over extended time (for research/ reflection/revision) and shorter times (day or two) for range of discipline-specific tasks/purposes/audiences.

SL-1: Engage in a range of collaborative discussions with diverse partners on grade 8 topics/texts/issues, building on others’ ideas and expressing their own clearly.
a: Come to discussions prepared (read/studied material); show preparation by referring to evidence on topic/text/issue to probe and reflect on ideas under discussion.
b: Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
c: Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
d: Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL-2: Analyze purpose of info presented in diverse media/formats (visually/quantitatively/orally) and evaluate motives (social/commercial/political) for presentation.

SL-3: Delineate a speaker’s argument/specific claims; evaluate soundness of reasoning/sufficiency of evidence; note when irrelevant evidence is introduced.

SL-4: Present claims/findings; emphasize points in focused/coherent way; use valid evidence/reasoning/details/eye contact/voice volume/clear pronunciation.

SL-5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL-6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L-1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
a: Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
b: Form and use verbs in the active and passive voice.
c: Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
d: Recognize and correct inappropriate shifts in verb voice and mood.

L-2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
a: Use comma/ellipsis/dash) to show pause/break; b: Use an ellipsis to indicate an omission; c: spell correctly.

L-3: Show knowledge of language in speaking/reading/writing/listening: a: Use verbs in active/passive voice, conditional/subjunctive mood—for effect.

L-4: Use various strategies to clarify meaning: a: context; b: Greek/Latin affixes/roots; c: reference materials; d: verify initial determination.

L-5: Show understanding of figurative language/nuances in word meanings; a: figures of speech; b: word relationships; c: different connotations among synonyms.

L-6: Acquire/use accurately grade-appropriate academic/domain-specific words; use vocabulary knowledge to figure out words important to comprehension/expression.
AZCCER Standards: English Language Arts—Grades 9 & 10

**RL-1:** Cite strong textual evidence to support analysis of text, noting what is explicitly said and/or only inferred.
**RL-2:** Determine theme/central idea of a text; how it’s shaped by specific details; provide an objective summary.
**RL-3:** Analyze how complex characters develop, interact and advance the plot.
**RL-4:** Decipher words/phrases as used (figurative/connative); analyze word choice evokes time and place, sets the tone.
**RL-5:** Analyze how an author’s choice of structure (parallel plots/flashbacks) creates such effects as mystery, tension or surprise.
**RL-6:** Analyze a point of view or cultural experience from a work written outside of U.S. (world lit).
**RL-7:** Analyze the representation of a subject in two different artistic mediums, noting what is evident or absent in each treatment.
**RL-8:** Analyze how an author transforms source material.
**RL-10:** By end of grade 9/10, read/comprehend lit at high end of text complexity band proficiently.

**RI-1:** Cite strong textual evidence to support analysis of text, noting what is explicitly said and/or only inferred.
**RI-2:** Determine the theme/central idea of a text; how it’s shaped by specific details; provide an objective summary.
**RI-3:** Analyze how an author unfolds ideas/sequence of events; how they are introduced and developed; and how they are connected.
**RI-4:** Decipher words/phrases as used (figurative/connative/technical); how word choice impacts meaning/tone (legal vs. newspaper writing).
**RI-5:** Analyze how author ideas/claims are developed by particular sentences, paragraphs or chapters.
**RI-6:** Determine author’s point of view/purpose in text and how rhetoric advances that view or purpose.
**RI-7:** Analyze accounts of subject in different media (print vs. film) and determine which details are emphasized in each account.
**RI-8:** Evaluate the argument/claims in a text; assess validity of reasoning/sufficiency of evidence; identify false statements/faulty reasoning.
**RI-9:** Analyze seminal U.S. documents of historical/literary significance; tell how they address related themes/concepts.
**RI-10:** By end of grade 9/10, read/comprehend lit in text complexity band proficiently, scaffold as needed at high end.

**W-1:** Write arguments to support claims in analysis of topics/texts, using valid reasoning, relevant and sufficient evidence.
  a. Introduce claim(s), distinguish from opposing claims; sequences claim(s), counterclaims, reasons, and evidence.
  b. Develop claim(s)/counterclaims fairly and thoroughly; point out strengths and limitations of both.
  c. Use transitions to link the major sections of the text, create cohesion; clarify relationships between reasons/evidence.
  d. Maintain formal style, objective tone; abide by norms and conventions of writing.
  e. Provide a concluding statement or section that follows from and supports the argument presented.

**W-2:** Write informative/explanatory texts to convey complex ideas/info by effective selection/organization/analysis of content.
  a. Introduce a topic; organize ideas/concepts/info to create a unified whole; add formatting/graphics/multimedia as useful.
  b. Develop topic; select relevant facts, extended definitions, details, quotations, or examples as appropriate for audience.
  c. Use transitions to link the major sections of the text, create cohesion; clarify relationships between reasons/evidence.
  d. Use precise language/domain-specific terms and techniques to manage topic’s complexity.
  e. Establish and maintain a formal style and objective tone; abide norms and conventions of writing.
  f. Provide conclusion that follows the explanation presented (articulating implications or the significance of the topic).

**W-3:** Write narratives to develop real or imagined experiences/events using effective technique/details/event sequences.
  a. Introduce problem/situation/observation; establish point of view; introducing narrator/characters; create series of events.
  b. Use narrative techniques (dialogue/pacing/description/reflection/multiple plot lines) to develop events/characters.
  c. Use variety of techniques to sequence events, create coherent whole; build tone.
  d. Use precise words/details/sensory language to convey a vivid picture of the experiences, events, setting, characters.
  e. Provide a logical conclusion given what is experienced, observed, or resolved over the course of the narrative.

**W-4:** Produce clear/coherent writing where development/organization/style is appropriate to task/purpose/audience.
  a. Produce functional writing (letters/timelines/graphs/tables/maps) with organization appropriate to task/purpose/audience.
  b. Apply grades 9–10 Reading standards to literature.  c. Apply grades 9–10 Reading standards to literary nonfiction.

**W-5:** Strengthen writing by planning/revising/editing/rewriting, addressing what is most significant for purpose/audience.
**W-6:** Use technology (Internet) to produce/publish/update writings in response to feedback (new arguments or information).
**W-7:** Conduct research project to answer question/solve problem; synthesize multiple sources; show understanding of subject.
**W-8:** Gather info from multiple sources, assess sources; integrate info into text; avoid plagiarism; follow format for citation.
**W-9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
  a. Apply grades 9–10 Reading standards to literature.  b. Apply grades 9–10 Reading standards to literary nonfiction.
**W-10:** Write routinely over short and extended times (for research/reflection/review); and for range of tasks/purposes/audiences.

**SL-1:** Initiate/participate in discussions with diverse partners on topics/texts/issues; build on others’ ideas; expressing own clearly.
**SL-2:** Integrate multiple sources of info in diverse formats to solve problems, evaluating credibility of source.
**SL-3:** Evaluate speaker’s point of view/reasoning; identify fallacious reasoning/distortions.
**SL-4:** Present findings/evidence; convey clear perspective; style appropriate to task/audience.
**SL-5:** Use of digital media (textual, graphical, audio, visual) to enhance clarity of findings/reasoning/evidence; and to add interest.
**SL-6:** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
AZCCCR Standards: English Language Arts—Grades 11 & 12

RL-1: Cite strong textual evidence to support analysis of text (noting what is explicitly said/only inferred or left uncertain).
RL-2: Determine two or more themes/central ideas of a text; analyze their development; provide an objective summary.
RL-3: Analyze impact of author’s choices in developing/relating story elements (setting, order of events, characters development).
RL-4: Decipher words/phrases as used (figurative/connotative); analyze word choice impact on meaning and tone (include Bard).
RL-5: Analyze how an author’s choice of structure—how begun/ended; comedic/tragic—contribute to meaning/aesthetic impact.
RL-6: Analyze a case that requires distinguishing what is stated from what is meant (satire, sarcasm, irony, or understatement).
RL-7: Analyze multiple interpretations of a work (recorded or live); evaluate how each interprets source text (include Bard).
RL-9: Show knowledge of 18th to 20th century foundational U.S. Lit texts; how 2 from same period treat similar themes/topics.
RL-10: By end of grade 11/12, read/comprehend lit in text complexity band proficiently, scaffold as needed at high end.

W-1: Write arguments to support claims in analysis of topics/texts, using valid reasoning, relevant and sufficient evidence.
   a. Introduce claim(s), distinguish from opposing claims; sequences claim(s), counterclaims, reasons, and evidence.
   b. Develop claim(s)/counterclaims fairly and thoroughly; point out strengths and limitations of both.
   c. Use transitions to link the major sections of the text, create cohesion; clarify relationships between reasons/evidence.
   d. Maintain formal style, objective tone; abide by norms and conventions of writing.
   e. Provide a concluding statement or section that follows from and supports the argument presented.

W-2: Write informative/explanatory texts to convey complex ideas/info by effective selection/organization/analysis of content.
   a. Introduce a topic; organize ideas/concepts/info to create a unified whole; add formatting/graphics/multimedia as useful.
   b. Develop topic; select relevant facts, extended definitions, details, quotations, or examples as appropriate for audience.
   c. Use transitions to link the major sections of the text, create cohesion; clarify relationships between reasons/evidence.
   d. Use precise language/domain-specific terms and techniques (metaphor/simile/analogy) to manage topic’s complexity.
   e. Establish and maintain a formal style and objective tone; abide norms and conventions of writing.
   f. Provide conclusion that follows the explanation presented (articulating implications or the significance of the topic).

W-3: Write narratives to develop real or imagined experiences/events using effective technique/details/event sequences.
   a. Introduce problem/situation/observation; establish point of view; introducing narrator/characters; create series of events.
   b. Use narrative techniques (dialogue/pacing/description/reflection/multiple plot lines) to develop events/characters.
   c. Sequence events to create coherent whole; build tone and outcome (sense of mystery, suspense, growth, or resolution).
   d. Use precise words/details/sensory language to convey a vivid picture of the experiences, events, setting, characters.
   e. Provide a logical conclusion given what is experienced, observed, or resolved over the course of the narrative.

W-4: Produce clear/coherent writing where development/organization/style is appropriate to task/purpose/audience.
   a. Produce functional writing (letters/timelines/graphs/tables/maps) with organization appropriate to task/purpose/audience.

W-5: Strengthen writing by planning/revising/editing/rewriting, addressing what is most significant for purpose/audience.

W-6: Use technology (Internet) to produce/publish/update writings in response to feedback (new arguments or information).

W-7: Conduct research project to answer question/solve problem; synthesize multiple sources; show understanding of subject.

W-8: Gather info from multiple sources, assess sources; integrate info into text; avoid plagiarism; follow format for citation.

W-9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
   a. Apply grades 11–12 Reading standards to literature.  b. Apply grades 11–12 Reading standards to literary nonfiction.

W-10: Write routinely over short and extended times (for research/revision); and for range of tasks/purposes/audiences.
| **SL-1:** | Initiate/participate in discussions with diverse partners on topics/texts/issues; build on others’ ideas; expressing own clearly. |
| **SL-2:** | Integrate multiple sources of info in diverse formats to solve problems, evaluating credibility of source; note discrepancies. |
| **SL-3:** | Evaluate speaker’s point of view/reasoning/evidence/rhetoric; assessing stance/premises/ideas/word choice/tone. |
| **SL-4:** | Present findings/evidence; convey clear perspective and reasoning; address opposing ideas; style appropriate to task. |
| **SL-5:** | Use of digital media (textual, graphical, audio, visual) to enhance clarity of findings/reasoning/evidence; and to add interest. |
| **SL-6:** | Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. |

| **L-1:** | Show command of Standard English grammar/usage: a.) use parallel structure; b.) use variety of phrases/clauses. |
| **L-2:** | Show command of Standard English capitalization, punctuation, and spelling: a.) semicolon; b.) colon; c.) spelling |
| **L-3:** | Apply knowledge of language to understand its functions in different contexts: a.) write/edit to conform to style manual. |
| **L-4:** | Decipher meaning of words by using: a.) context; b.) suffixes; c.) references; d.) verification |
| **L-5:** | Show understanding of figurative language/nuances by: a.) interpreting figures of speech; b.) analyzing nuances among synonyms. |
| **L-6:** | Use academic/domain-specific words, sufficient for college and career readiness; show independence in building vocabulary. |
GLOSSARY OF CURRICULAR TERMS

ANALYZE: examine methodically and in detail the constitution or structure of a text (especially information), typically for purposes of explanation and interpretation.

ARGUMENTATION: (persuasion) is a model of writing that requires the student to investigate a topic; collect, generate, and evaluate evidence; and establish a position on the topic in a concise manner.

ASSESSMENT: Formative and Summative checks for understanding that help teachers monitor the growth of students and modify curriculum for re-teaching and mastery of knowledge. Assessments should happen daily in a variety of forms. Formative "low stakes" assessments should be used by both teachers and students during the learning process. This type of assessment provides immediate feedback to adjust and improve student understanding and increase mastery during summative "high stakes" assessing. Summative evaluate student learning on each standard to show mastery at the end of instructional learning and use as a measure for student performance on benchmarks and standardized tests.

AZCCRS WRITING RUBRIC: This rubric uses a 4-to-0 scale for measuring five aspects of writing include:

AZCCRS: Arizona's College and Career Ready Standards is a map for instruction. It is designed to prepare students with the core academic knowledge that builds from year to year; ultimately, getting students ready to be tested for mastery.

Bias: The subtle presence of a positive or negative approach toward a topic

Body: The internal paragraphs within a piece of writing.

Claim: The thesis statement or main point that forms the basis for an argument within a text.

COMPLEMENTARY STANDARDS: These standards support the Target Standards and are the most flexible portion of the Scope & Sequence. Teachers may choose which complementary standards best support student mastery of the Target standards for their unit of study.

CONSTANT STANDARDS: These are standards that are addressed routinely throughout the year.

CONTEXT CLUE: A word, words, or a phrase in a sentence, paragraph, and/or whole text that help reason out the meaning of an unfamiliar word.

COUNTER CLAIM: An argument that is in opposition to the claim/position provided in a piece of argumentative writing. It is a means to provide a balance between the claim/position and its opposing views. This adds credibility to the writing by allowing a broader range of viewpoints.

COURSE DESCRIPTION: This is a brief description, one or two paragraphs in length. It provides students with a summary of the course content and may include information about its credit value and, if applicable, course prerequisites.

CULTURALLY RESPONSIVE TEACHING: Teaching that focuses on the strengths of students from diverse cultural backgrounds and uses their cultural knowledge and prior experiences to make learning more appropriate and effective for them.

CURRICULUM MAP: This is a one-page document based on the Scope and Sequence, focused on a single quarter. It is designed by individual teachers and shows the enduring understandings, the essential questions, and the specific texts that the teacher has chosen to teach during that quarter. Given a district-wide focus, curriculum mapping facilitates the alignment, design, and implementation of curriculum. It also promotes cross-disciplinary connections, encourages the spiraling of essential skills, eliminates unnecessary repetitions, and allows teachers to develop curriculum using their own creativity and innovation.

DOMAIN-SPECIFIC: vocabulary specific to a particular field of study (domain)

ELA: English Language Arts is the study of reading and writing for academic purposes. It teaches the student strategies to comprehend and expose students to academic writing and the writing process, while cementing understanding of grade level appropriate vocabulary, literary, nonfiction, and informational text at complex levels.

ENDURING UNDERSTANDING: This is a statement that expresses what students are expected to understand and be able to use in the future, long after they have forgotten many of the details contained in the curriculum. An Enduring Understanding summarizes important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. It synthesizes what all students should understand—not just know or do—as a result of studying a particular content area, and articulates what students
should “revisit” over the course of their lifetimes in relation to that content area. In short, an Enduring Understanding does the following: • Frames the **big ideas** as declarative, generalized statements that have lasting importance

**ESSENTIAL QUESTION:** An Essential Question is a provocative one that fosters inquiry, self-reflection, sociopolitical awareness, understanding, and transfer of learning. It represents the heart of a subject or curriculum and promotes sustained inquiry. An essential question probes for deeper meaning and sets the stage for further questioning. In addition, an Essential Question does the following:

**EXPOSITION:** is a model of writing that requires the student to investigate an idea, evaluate evidence, expound on the idea, and set forth an argument concerning that idea in a clear and concise manner. This can be accomplished through comparison and contrast, definition, example, the analysis of cause and effect, etc.

Generalization: A conclusion drawn from specific information that is used to make a broad statement about a topic or person

**GLOSSARY OF CURRICULAR TERMS:** The glossary defines curriculum-related terms as they are used in TUSD.

**HOUSE GRAPHIC:** This document facilitates collaborative planning between English language arts and content teachers seeking to support each other’s instruction.

Inference: A judgment based on reasoning rather than on a direct or explicit statement. A conclusion based on facts or circumstances

**LITERACY FRAMEWORK:** This TUSD document shows English language arts reading and writing assignments required during each quarter to meet AZCRRS standards for literacy.

Literary Nonfiction: is a genre of writing that uses literary styles and techniques to create factually accurate narratives.

Literary Text: Imaginative or creative text that is generally a narrative or story

**NARRATIVE:** Writing tells a story. These essays are often anecdotal, experiential, and personal—allowing students to express themselves in a creative and, quite often, moving ways.

**QUARTERLY UNIT:** This a multi-page, teacher-created document based on the curriculum map. It outlines the individual lessons contained in a unit, including the learning objectives, the performance tasks, the student outcomes and the instructional strategies that the teacher will use.

**SCOPE-&-SEQUENCE:** The Scope-&-Sequence is a one-page document prepared by the Office of Curriculum and Instruction. It provides an overview of the grade-level standards that students will master in an academic year. It also identifies the following:

**STANDARDS CHECKLIST:** This document helps teachers in designing a unit. It is a tool for confirming that the standards designated for a given quarter in the TUSD Scope and Sequence are actually being addressed in the unit design.

**SUBSET QUESTIONS** that promote further inquiry. • Sets up different plausible responses based on multiple perspectives rather than a single answer or single point of view

Summarize: give a brief statement of the main points of (something).

**SYLLABUS:** This is a detailed description of a course with an argument for its academic value and for the point of view that will be presented. It includes information about goals and objectives, units of study, texts and other course materials, grading policies, assignment deadlines, and expectations for student conduct.

**TARGET STANDARDS:** Target Standards are grade level state standards designated to be taught during a particular time within a school year. These specific times are designated with the consideration of prior knowledge, grade level appropriateness and ability of students. Teaching these standards when targeted ensures a logical building of knowledge and mastery of all curricula. Targeting standards allows for direction with in the curriculum, the ability to monitor growth for mastery and foresee learning outcomes.

**TEXT FEATURE:** Print features as well as graphic, informational, and organizational aids (e.g., bold print, italics, maps, charts, labels, headings).

**TEXTUAL EVIDENCE:** Information or details from a text that support a reader’s assertion (e.g., quotations, paraphrases, descriptions).