Arizona's English Language Arts
Final Draft

ARIZONA DEPARTMENT OF EDUCATION

HIGH ACADEMIC STANDARDS FOR STUDENTS

December 2016

Arizona's English Language Arts Standards 2016

Introduction

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The Arizona English Language Arts Standards: Introduction

Purpose of the Standards

The Arizona English Language Arts Standards define the knowledge, understanding, and skills that need to be effectively taught and learned for all students to be ready to succeed in credit-bearing, college-entry courses, in the workplace, and/or in military service. The standards present a vision of what it means to be a literate person in the twenty-first century.

Grade-specific K-12 standards in Reading, Writing, Speaking and Listening, and Language translate the broad aims of The Arizona English Language Arts Anchor Standards into age- and attainment-appropriate terms. These standards allow for an integrated approach to literacy to help guide instruction.

Process for the Development of the Standards

In response to the call from Superintendent Douglas and Governor Ducey to review and revise the Arizona English Language Arts Standards, an extended, broad-based effort was led by Arizona educators to create the next generation of successful K-12 Arizona students. The standards revision workgroups built the current standards using research and input from numerous models and sources, including parents, students, K-12 teachers, state departments of education, scholars, academic and instructional coaches, curriculum directors, administrators, university professors, and other members of the public.

The ELA Standards Review Work Group:

- Reviewed thousands of comments from two sessions of public feedback on the standards;
- Reviewed technical feedback from experts in English Language Arts and Educational Psychology;
- Revised grade-level standards, applying grade-level expertise and research while addressing public and technical feedback; and
- Developed the draft of the Arizona English Language Arts Standards for adoption by the Arizona State Board of Education.

The standards review process was made up of the following groups:

- ELA Standards Review Work Group (over 100 members) - fluid groups of diverse, Arizona, K-20 content experts responsible for creating working drafts of the standards;
- ELA Standards Subcommittee (14 members) - permanent working group members for each grade level who approved standards revision decisions and represented the thoughts of the grade-level work groups in public meetings;
- Arizona Standards Development Committee (17 members) - a group appointed by the Arizona State Board of Education and made up of parents, business representatives, community members, teachers, and university professors who approved decisions and drafts presented by the ELA Standards Subcommittee prior to presentations and final adoption by the Arizona State Board of Education; and
- Arizona State Board of Education - the final decision-making body for the standards.

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What the Arizona English Language Arts Standards Are

The Arizona English Language Arts Standards are the foundation to guide the construction and evaluation of English Language Arts programs in Arizona K-12 schools and the broader Arizona community.

The Arizona English Language Arts Standards are:

- Focused in a coherent progression across grades K-12,
- Aligned with college and workforce expectations,
- Inclusive of rigorous content and applications of knowledge through higher-level thinking,
- Research and evidence based,
- Broad in nature, allowing for the widest possible range of student learning, and
- Designed as an integrated approach to literacy.

What The Arizona English Language Arts Standards Are NOT

The standards are neither curriculum nor instructional practices.

While the Arizona English Language Arts Standards may be used as the basis for curriculum, they are not a curriculum. Therefore, identifying the sequence of instruction at each grade - what will be taught and for how long- requires concerted effort and attention at the local level. Curricular tools, including textbooks, are selected by the district/school and adopted through the local governing board. The Arizona Department of Education defines standards, curriculum, and instruction as:

> **Standards** are what a student needs to know, understand, and be able to do by the end of each grade. They build across grade levels in a progression of increasing understanding and through a range of cognitive demand levels. Standards are adopted at the state level by the Arizona State Board of Education.
>
> **Curriculum** refers to resources used for teaching and learning the standards. Curricula are adopted at the local level.
>
> **Instruction** refers to the methods or methodologies used by teachers to teach their students. Instructional techniques are employed by individual teachers in response to the needs of the students in their classes to help them progress through the curriculum in order to master the standards. Decisions about instructional practice and techniques are made at a local level.

The standards do not necessarily address students who are far below or far above the grade level.

No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom. The Arizona English Language Arts Standards do not define the intervention methods to support students who are well below or well above grade level

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expectations. It is up to the teachers, schools, and/or districts to determine the most effective instructional methods and curricular resources to meet all students' needs.

Overview of the Standards

Reading: Text complexity and the growth of comprehension

The Arizona Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Anchor Standard 10 (R.10) defines a grade-by-grade "staircase" of increasing text complexity that rises from beginning reading to the college, career, and military readiness level. Students must also show a steadily growing ability to discern more from, and make fuller use of text. This includes making an increasing number of connections among multiple ideas and texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts. An expanded definition of text complexity can be found in the glossary.

Reading: Foundational Skills (K-5)

The Arizona Reading Foundational Skills standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English reading and writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated; good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know- to discern when particular children or activities warrant more or less attention.

Writing: Text types, responding to reading, and research

The Arizona Writing standards acknowledge the fact that while some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout all strands.

Writing: Foundational Skills (K-3)

The Arizona Writing Foundational Skills standards provide guidance to support handwriting skills, sound-letter concepts, and spelling conventions and patterns. Through frequent experiences starting at a young age, students begin to discover why and how we write, to generate ideas about how written

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language works, and to explore its uses. Beginning with pictures and progressing through phonetic spelling to more conventional writing, students develop the core skills for written communication. By the end of fifth grade, students will demonstrate proficiency in cursive writing. Foundational skills are not an end in and of themselves; rather, they are a necessary and important component of a comprehensive reading and writing program.

Speaking and Listening: Flexible communication and collaboration

The Arizona Speaking and Listening standards require students to develop a range of broad oral communication and interpersonal skills. They include, but are not limited to, the skills necessary for formal presentations. Students must learn to work together; express and listen carefully to ideas; integrate information from oral, visual, quantitative, and media sources; evaluate what they hear; use media and visual displays strategically to help achieve communicative purposes; and adapt speech to context and task.

Language: Conventions, effective use, and vocabulary

The Arizona Language standards include the essential "rules" of standard written and spoken English, approaching language as a matter of craft and informed choice. The vocabulary standards focus on understanding words and phrases, their relationships and nuances, and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking and listening; in fact, they are inseparable from each other.

Description of a Successful Arizona English Language Arts Student

The description that follows offers a portrait of Arizona students who meet the standards set out in this document. As students advance through the grades and master the standards in Reading, Writing, Speaking and Listening, and Language, they are able to exhibit with increasing depth and consistency these capacities of a literate individual:

- Demonstrate academic independence;
- Build strong content knowledge;
- Respond to the varying demands of audience, task, purpose, and discipline;
- Comprehend as well as critique;
- Use technology and digital media strategically and capably;
- Understand other perspectives and cultures.

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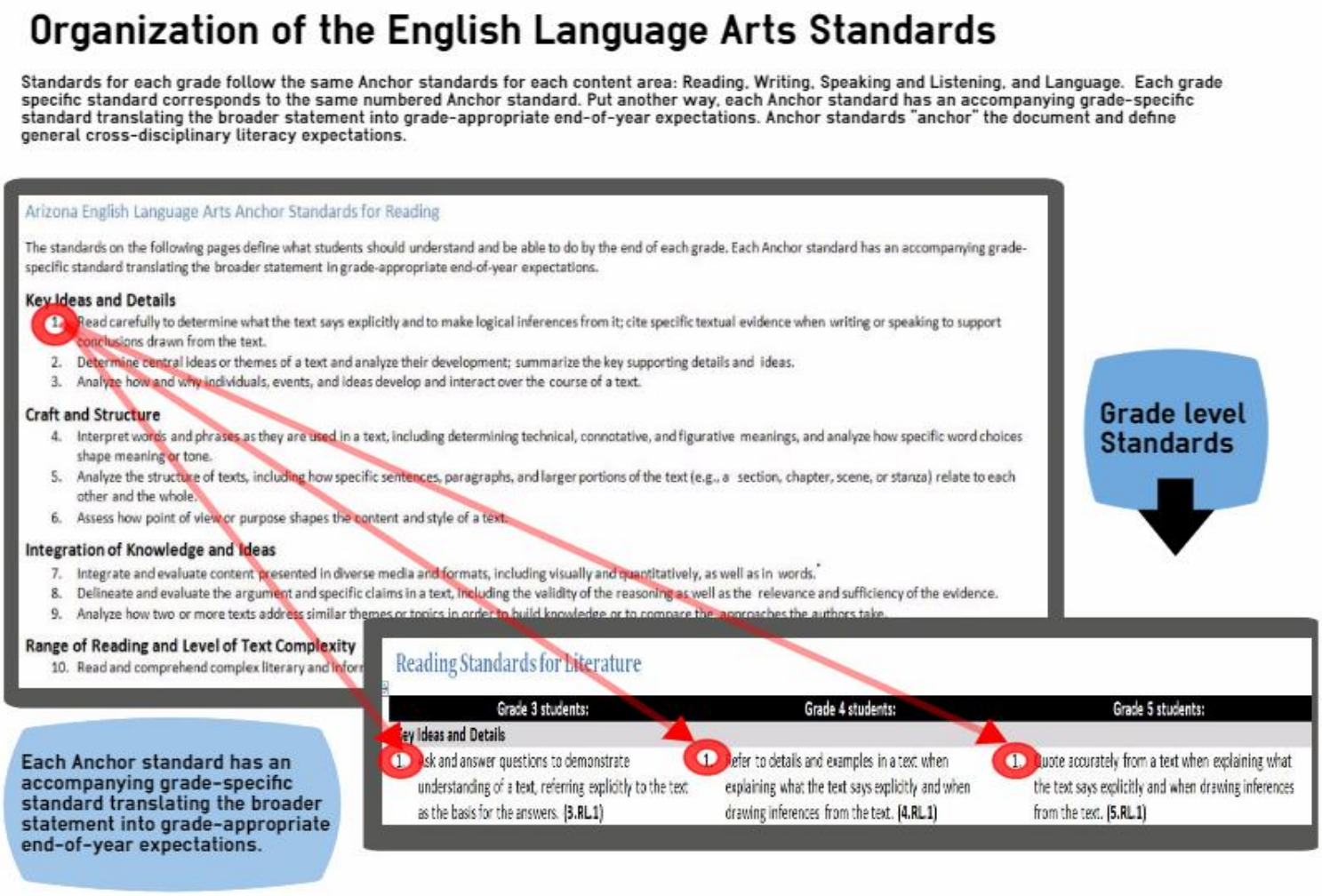
Design Features of Arizona's English Language Arts Standards

Anchor standards corresponding to individual grade-level standards

The skills in the Arizona English Language Arts Anchor Standards define what students should be able to do when they leave high school. The standards for each grade follow the same Anchor standards for each content area: Reading, Writing, Speaking and Listening, and Language. Each grade-specific standard corresponds to the same-numbered Anchor standard. Anchor standards "anchor" the document and define general, cross-disciplinary literacy expectations.



K-12 vertical progression of the standards

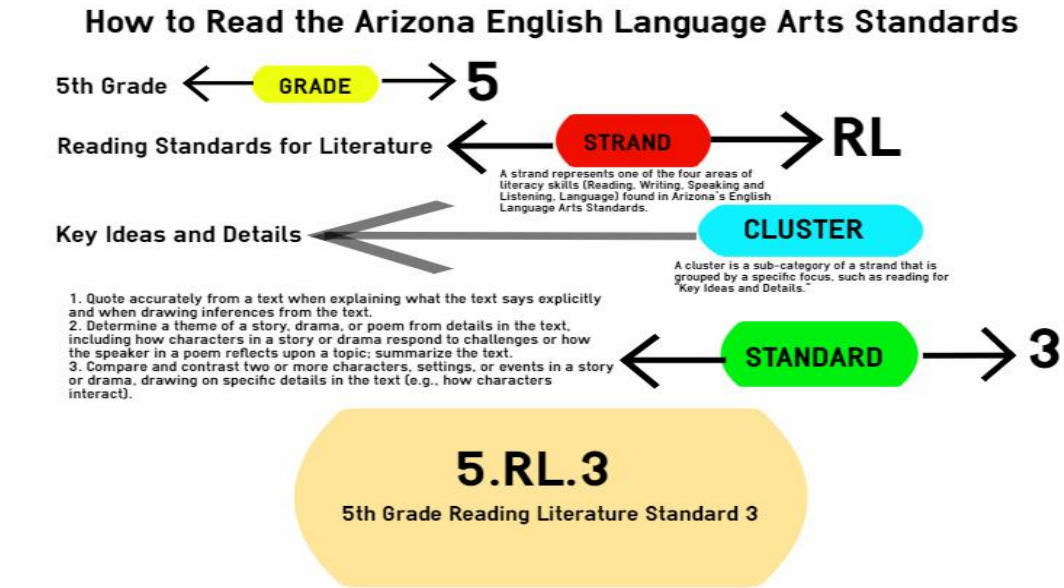
A K-12 vertical progression of Arizona's English Language Arts Standards, guided by the Anchor standards, allows educators to recognize how all the standards are interconnected to develop the total literacy of a student. Mastery is implied when a skill is no longer included in the vertical progression. However, educators must support previous grade-level skills according to the mastery level of their students.

An integrated model of literacy

Although the Arizona English Language Arts Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout this document. For example, Writing standard 9 requires that students be able to write about what they read. Likewise, Speaking and Listening standard 4 sets the expectation that students will share findings from their research.

Standard coding (How to identify a standard)

In the Arizona English Language Arts Standards, grade levels are divided into four strands: Reading, Writing, Speaking and Listening, and Language. Each strand is headed by a strand-specific set of Anchor standards that is identical across all grades. Individual Anchor standards can be identified by their strand and number (W.6, for example). Additionally, individual grade-specific standards can be identified by their grade, strand, and number so that 5.RL.3, for example, stands for grade 5, Reading Literature (strand), standard 3.



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Anchor Standards

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Arizona's English Language Arts Standards – Anchor Standards	
Reading Standards for Literature and Informational Text	
Key Ideas and Details	
R.1	Read carefully to determine what the text says explicitly and to make logical inferences from it.
R.2	Determine central ideas or themes of a text and analyze their development.
R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Craft and Structure	
R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
R.6	Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas	
R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Range of Reading and Level of Text Complexity	
R.10	Read and comprehend complex literary and informational texts independently and proficiently.

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Arizona's English Language Arts Standards –Anchor Standards	
Writing Standards	
Text Types and Purposes	
W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Production and Distribution of Writing	
W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Research to Build and Present Knowledge	
W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing	
W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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Arizona's English Language Arts Standards – Anchor Standards	
Speaking and Listening Standards	
Comprehension and Collaboration	
SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
Presentation of Knowledge and Ideas	
SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
SL.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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Arizona's English Language Arts Standards – Anchor Standards	
Language Standards	
Conventions of Standard English	
L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
Knowledge of Language	
L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Vocabulary Acquisition and Use	
L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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Arizona's English Language Arts Standards 2016

Kindergarten

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Kindergarten Overview

Arizona's English Language Arts Standards work together in a clear progression from kindergarten through 12th grade. This document provides a brief overview of the skills a student will learn at this grade. Each standard builds on the standard that came before and towards the standard that comes in the next grade level. Each standard is expected to be taught as appropriate for the grade-level. Some standards appear to have similar wording at multiple grade levels; however, it is understood that they are to be applied with increased focus to progressively more challenging texts and tasks.

Reading Standards for Literature

- Understand key ideas, characters, and setting in a story or poem
- Ask and answer questions about stories and poems, such as who, what, when, where, why and how
- Retell key details from a story or poem
- Ask and answer questions about unknown words in a text

Reading Standards for Informational Text

- Ask and answer questions about the world around them
- Retell key details from an informational text
- Distinguish the key features in an informational text

Reading Standards: Foundational Skills

- Understand the organization and basic features of print
- Recognize and orally manipulate sounds
- Blend sounds to read written words with accuracy and fluency
- Read and recognize sight words and different kinds of syllable types
- Use phonics to write words and express thoughts and ideas in writing
- Use foundational skills to access a variety of texts

Writing Standards

- Use a combination of drawing, dictating, and writing to craft texts with different purposes
- Explore digital tools for effective communication
- Generate ideas for writing from reading stories, poetry, and informational texts
- Make connections across content areas into the world around them

Writing Foundations Standards

- Write upper and lowercase manuscript letters to communicate ideas
- Separate simple words into their syllables
- Write frequently used words

Speaking and Listening Standards

- Listen actively
- Speak in complete sentences for effective communication
- Share ideas with peers
- Ask and answer questions to clarify understanding

Language Standards

- Use common nouns and verbs
- Pluralize words by adding "s" or "es"
- Recognize and name end punctuation
- Sort common words into categories
- Use words and phrases learned from conversation and readings

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Reading Standards for Literature	
Key Ideas and Details	
K.RL.1	With prompting and support, ask and answer questions about key details in a text.
K.RL.2	With prompting and support, retell familiar stories, including key details.
K.RL.3	With prompting and support, identify characters, settings, and major events in a story.
Craft and Structure	
K.RL.4	With prompting and support, ask and answer questions about unknown words in a text.
K.RL.5	Recognize common types of texts (e.g., storybooks, poems); identify the front cover, back cover, and title of a book.
K.RL.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
Integration of Knowledge and Ideas	
K.RL.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
K.RL.8	(Not applicable to literature)
K.RL.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
Range of Reading and Level of Text Complexity	
K.RL.10	With prompting and support, actively engage in group reading activities with purpose and understanding.

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Arizona's English Language Arts Standards - KINDERGARTEN	
Reading Standards for Informational Text	
Key Ideas and Details	
K.RI.1	With prompting and support, ask and answer questions about key details in a text.
K.RI.2	With prompting and support, identify the main topic and retell key details of a text.
K.RI.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
Craft and Structure	
K.RI.4	With prompting and support, ask and answer questions about unknown words in a text.
K.RI.5	Recognize common types of informational text; identify the front cover, back cover, and title page of a book.
K.RI.6	With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
Integration of Knowledge and Ideas	
K.RI.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
K.RI.8	With prompting and support, identify the reasons an author gives to support points in a text.
K.RI.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Range of Reading and Level of Text Complexity	
K.RI.10	With prompting and support, actively engage in group reading activities with purpose and understanding.

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Arizona's English Language Arts Standards - KINDERGARTEN	
Reading Standards: Foundational Skills	
Print Concepts	
K.RF.1	Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Identify that a sentence is made up of a group of words. d. Recognize the difference between a letter and a printed word. e. Understand that words are separated by spaces in print. f. Recognize and name all upper and lowercase letters of the alphabet.
Phonological Awareness	
K.RF.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Identify and produce sounds (phonemes) in a spoken word. b. Recognize and produce rhyming words. c. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Blend spoken phonemes to form one-syllable words (e.g., /m/ /a/ /n/). d. Isolate and pronounce the initial, medial vowel (long and short vowels), and final sounds (phonemes) in three-phoneme words. (*This does not include CVCs (Consonant-Vowel-Consonant) ending with /l/, /r/, or /x/.) e. Add, substitute, and delete individual phonemes in simple, one-syllable words to make new words.
Phonics and Word Recognition	
K.RF.3	Know and apply phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or most frequent sound(s) for each consonant and the five major vowels. b. Decode regularly spelled closed-syllable words. c. Read 50 common high-frequency words by sight from a research-based word list. d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
Fluency	
K.RF.4	Read emergent-reader texts with purpose and understanding.

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Arizona's English Language Arts Standards - KINDERGARTEN	
Writing Standards	
Text Types and Purposes	
K.W.1	With guidance and support from adults, use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).
K.W.2	With guidance and support from adults, use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
K.W.3	With guidance and support from adults, use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
Production and Distribution of Writing	
K.W.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above).
K.W.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
K.W.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research to Build and Present Knowledge	
K.W.7	With guidance and support from adults, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
K.W.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
K.W.9	(Begins in grade 4)
Range of Writing	
K.W.10	(Begins in grade 3)

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Arizona's English Language Arts Standards - KINDERGARTEN	
Writing Standards: Foundational Skills	
Sound-letter basics and Handwriting	
K.WF.1	Demonstrate and apply handwriting skills. a. Match upper and lower case manuscript letters. b. Write upper and lower manuscript letters, with reference to a model. c. Write left to right using appropriate spacing between words.
K.WF.2	Demonstrate and apply sound-letter concepts. a. Segment all the phonemes in two and three-phoneme syllables and represent those phonemes with letters. b. Write the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
Spelling	
K.WF.3	Know and apply phonics and word analysis skills when encoding words. a. Represent phonemes in simple words, using letter-sound relationships. b. Write or select an initial or final consonant when a medial vowel is provided. c. Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant-Vowel-Consonant) (e.g., pet, mud) words with short vowel sounds. d. Accurately write grade-level appropriate words, as found in a research-based word list. (*See guidelines under *Word Lists* in the ELA Glossary.) e. Attempt phonetic spelling of unknown words.

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Arizona's English Language Arts Standards - KINDERGARTEN	
Speaking and Listening Standards	
Comprehension and Collaboration	
K.SL.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others, taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.
K.SL.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
K.SL.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
Presentation of Knowledge and Ideas	
K.SL.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
K.SL.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
K.SL.6	Speak audibly and express thoughts, feelings, and ideas clearly.

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Arizona's English Language Arts Standards - KINDERGARTEN	
Language Standards	
Conventions of Standard English	
K.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Use frequently occurring nouns and verbs. b. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). c. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). d. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). e. Produce and expand complete sentences in shared language activities.
K.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation.
Knowledge of Language	
K.L.3	(Begins in grade 2)
Vocabulary Acquisition and Use	
K.L.4	(Begins in grade 1)
K.L.5	With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their antonyms. c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
K.L.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

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Arizona's English Language Arts Standards

1st Grade

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1st Grade Overview

Arizona's English Language Arts Standards work together in a clear progression from kindergarten through 12th grade. This document provides a brief overview of the skills a student will learn at this grade. Each standard builds on the standard that came before and towards the standard that comes in the next grade level. Each standard is expected to be taught as appropriate for the grade-level. Some standards appear to have similar wording at multiple grade levels; however, it is understood that they are to be applied with increased focus to progressively more challenging texts and tasks.

Reading Standards for Literature

- Read purposefully and actively
- Ask and answer key questions about a text, such as who, what, when, where, why and how
- Retell stories, focusing on the main idea
- Use key details to describe the characters, setting and major events in a story
- Identify who is narrating the story

Reading Standards for Informational Text

- Ask and answer questions about the world around them
- Retell key details of an informational text, focusing on the main idea
- Use the illustrations in a text to help explain its main idea
- Identify and us text features such as headings, tables, glossaries and icons
- Identify reasons an author gives to support an idea

Reading Standards Foundational Skills

- Recognize and orally manipulate sounds
- Blend sounds to read written words with accuracy and fluency
- Read and recognize sight words, word endings, and different kinds of syllable types
- Read with purpose and understanding

Writing Standards

- Write opinion and explanatory pieces, supplying reasons to support ideas
- Write stories with sequenced events and details that indicate what happened in the story
- Participate in shared research projects
- Recall information from experience or learning to answer a question
- Explore digital tools for effective communication
- Generate ideas for writing from reading stories, poems, and informational texts.
- Make connections across content areas into the world around them

Writing Foundations Standards

- Write all manuscript letters to communicate ideas
- Use correct spelling for words allowing others to understand written work
- Correctly spell frequently used words
- Apply phonetic knowledge when writing

Speaking and Listening Standards

- Listen actively
- Participate in discussions with peers and adults
- Ask and answer questions about texts and presentations to clarify understanding
- Integrate reading skills to present ideas, thoughts and feelings in a variety of ways

Language Standards

- Use a variety of nouns, verbs, and adjectives to express ideas
- Produce and build on complete sentences
- Capitalize dates and names of people

Arizona's English Language Arts Standards – 1st Grade	
Reading Standards for Literature	
Key Ideas and Details	
1.RL.1	Ask and answer questions such as who, what, where, why, when, and how about key details in a text.
1.RL.2	Retell stories, including key details, and demonstrate understanding of their main idea, central message, or lesson.
1.RL.3	Describe characters, settings, and major events in a story, using key details.
Craft and Structure	
1.RL.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
1.RL.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
1.RL.6	Identify who is telling the story at various points in a text.
Integration of Knowledge and Ideas	
1.RL.7	Use illustrations and details in a story to describe its characters, setting, or events.
1.RL.8	(Not applicable to literature)
1.RL.9	Compare and contrast the adventures and experiences of characters in stories.
Range of Reading and Level of Text Complexity	
1.RL.10	With prompting and support, read stories, drama, and poetry of appropriate complexity for grade 1.

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Arizona's English Language Arts Standards – 1st Grade	
Reading Standards for Informational Text	
Key Ideas and Details	
1.RI.1	Ask and answer questions such as who, what, where, why, and how about key details in a text.
1.RI.2	Identify the main topic and retell key details of a text.
1.RI.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text using key details.
Craft and Structure	
1.RI.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
1.RI.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
1.RI.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
Integration of Knowledge and Ideas	
1.RI.7	Use the illustrations and details in a text to describe its key ideas.
1.RI.8	Identify the reasons an author gives to support points in a text.
1.RI.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Range of Reading and Level of Text Complexity	
1.RI.10	With prompting and support, read informational texts, including functional texts, history/social studies, science, and technical texts, appropriately complex for grade 1.

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Arizona's English Language Arts Standards – 1st Grade	
Reading Standards: Foundational Skills	
Print Concepts	
1.RF.1	Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., capitalization of first word and ending punctuation).
Phonological Awareness	
1.RF.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. d. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. e. Segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., /s/p/l/a/t/). f. Orally generate a series of rhyming words using a variety of phonograms (e.g., -ed, -ake, -ant, ain) and consonant blends (e.g., /bl/, /st/, /tr/). g. Manipulate phonemes (add, substitute, and delete individual phonemes) in words to make new words.
Phonics and Word Recognition	
1.RF.3	Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. d. Recognize and apply all six syllable types when decoding grade level texts. e. Read words with inflectional endings. f. Recognize and read grade-appropriate irregularly spelled words.
Fluency	
1.RF.4	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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Arizona's English Language Arts Standards – 1st Grade	
Writing Standards	
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.
1.W.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
1.W.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
Production and Distribution of Writing	
1.W.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above).
1.W.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
1.W.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research to Build and Present Knowledge	
1.W.7	With guidance and support from adults, participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
1.W.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
1.W.9	(Begins in grade 4)
Range of Writing	
1.W.10	(Begins in grade 3)

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Arizona's English Language Arts Standards – 1st Grade	
Writing Standards: Foundational Skills	
Sound-letter basics and Handwriting	
1.WF.1	Demonstrate and apply handwriting skills. a. Write upper and lower case manuscript alphabet from memory using correct letter formation. b. Write the common grapheme (letter or letter group) for each phoneme. c. Write with appropriate spacing between letters and words.
1.WF.2	Demonstrate and apply sound-letter concepts when writing. a. Orally segment the phonemes in any single-syllable, spoken word. b. Demonstrate and understand that each syllable is organized around a vowel sound.
Spelling	
1.WF.3	Know and apply phonics and word analysis skills when encoding words. a. Spell common, regular, single-syllable words using: 1. Short vowels and single consonants. 2. Consonant graphemes including *qu*, *x*, and *-ck*; digraphs (e.g., thin, shop, when, much, sing); and doubled letters (e.g., off, will, mess). 3. Initial and final consonant blends (e.g., must, slab, plump). 4. Long vowel patterns spelled correctly, including VCe (Vowel-Consonant-silent e) (e.g., came, like), common vowel teams (e.g., boat, play, wait, see, team, right), and open syllables (e.g., go, cry). 5. Vowel-r combinations, including *er*, *ar*, *or* (e.g., car, her, stir, for, burn). b. With prompting and support, spell on-level words with inflectional endings: 1. Verbs with *-ing*, *-ed*, *-s*, and no change in the base word (e.g., snowed, playing, jumps). 2. Nouns with *-s*, *-es*, and no change to the base word (e.g., rugs, kisses). 3. Adjectives with *-er*, *-est*, and no change to the base word (e.g. slower, slowest). c. With prompting and support, spell on-level two-syllable words, including: 1. Words that end in -y or -ly (e.g., smelly, gladly). 2. Common compound words (e.g., hotdog, mailbox). 3. Words with two closed syllables (e.g., rabbit, wagon). d. Spell grade-level appropriate words in English as found in a research-based list (*See guidelines under *Word Lists* in the ELA Glossary), including: 1. Irregular words (e.g., said, what, are, they, was). 2. Pattern based words (e.g., he, him, for, in, by, like).

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	e. Spell unfamiliar words phonetically, applying phonemic awareness and spelling conventions.

Arizona's English Language Arts Standards – 1st Grade	
Speaking and Listening Standards	
Comprehension and Collaboration	
1.SL.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.
1.SL.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
1.SL.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
Presentation of Knowledge and Ideas	
1.SL.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
1.SL.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
1.SL.6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.)

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Arizona's English Language Arts Standards – 1st Grade	
Language Standards	
Conventions of Standard English	
1.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Use common, proper, and possessive nouns. b. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops. We hop.). c. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). d. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). e. Use frequently occurring adjectives. f. Use frequently occurring conjunctions (e.g., and, but, or, so, because). g. Use determiners (e.g., articles, demonstratives). h. Use frequently occurring prepositions (e.g., during, beyond, toward). i. Produce and expand complete simple and compound sentences. j. In response to prompts, distinguish between and identify declarative, interrogative, imperative, and exclamatory sentences. k. Write multiple sentences in an order that supports a main idea or story.
1.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series.
Knowledge of Language	
1.L.3	(Begins in grade 2)
Vocabulary Acquisition and Use	
1.L.4	With guidance and support from adults, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a. Use frequently occurring affixes as a clue to the meaning of a word. b. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). c. Use sentence-level context as a clue to the meaning of a word or phrase.
1.L.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). d. With prompting and support, identify synonyms and antonyms and distinguish shades of meaning among verbs differing in manner (e.g. look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (eg. large, gigantic) by defining or choosing them or by acting out the meanings.

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1.L.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

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Arizona's English Language Arts Standards

2nd Grade

ARIZONA DEPARTMENT OF EDUCATION
HIGH ACADEMIC STANDARDS FOR STUDENTS
Final Draft December 2016

2nd Grade Overview

Arizona's English Language Arts Standards work together in a clear progression from kindergarten through 12th grade. This document provides a brief overview of the skills a student will learn at this grade. Each standard builds on the standard that came before and towards the standard that comes in the next grade level. Each standard is expected to be taught as appropriate for the grade-level. Some standards appear to have similar wording at multiple grade levels; however, it is understood that they are to be applied with increased focus to progressively more challenging texts and tasks.

Reading Standards for Literature

- Independently and proficiently read and understand a variety of literature from multiple cultures
- Identify key characteristics of literature
- Describe the overall structure of a story or poem
- Ask and answer questions, such as who, what, when, where, why, and how, to show understanding of a story or poem
- Determine the central idea of a story or poem
- Compare and contrast versions of the same story by different authors or cultures

Reading Standards for Informational Text

- Ask and answer questions, such as who, what, when, where, why, and how, to show understanding of a text
- Identify main idea of a multi-paragraph text, including what an author wants to explain, describe, or answer
- Use various text features, such as glossaries, icons and indexes, to locate key facts and information
- Make connections between a series of historical events, scientific ideas or steps in technical procedures
- Compare and contrast important points between two texts of the same topic

Reading Standards Foundational Skills

- Read words with common prefixes and suffixes
- Read irregularly spelled words
- Read with purpose and understanding

Writing Standards

- Write opinion and explanatory pieces that include reasons to support ideas, linking words, and a conclusion
- Write narratives that include a clear sequence of events, details that describe actions and thoughts, and words that indicate a change in time
- Revise writing based on feedback from adults and peers
- Participate in shared research projects
- Gather information from provided sources to answer a question

Writing Foundations Standards

- Properly identify the sounds in words
- Spell irregular and pattern based words
- Use proper manuscript letter formation when writing

Speaking and Listening Standards

- Engage in a range of discussions with different partners, listening actively and speaking clearly
- Ask and answer questions about information from readings and presentations to clarify understanding
- Integrate reading skills to present ideas, thoughts, and feelings in a variety of ways

Language

- Use correct grammar when writing or speaking
- Use understanding of root words, prefixes, and suffixes to determine the meaning of unfamiliar words
- Use glossaries and dictionaries to determine the meaning of unknown words

Arizona's English Language Arts Standards -2nd Grade	
Reading Standards for Literature	
Key Ideas and Details	
2.RL.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2.RL.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
2.RL.3	Describe how characters in a story respond to major events and challenges.
Craft and Structure	
2.RL.4	Describe how words and phrases supply rhythm (e.g., regular beats, alliteration, rhymes, repeated lines) and meaning in a story, poem, or song.
2.RL.5	Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.
2.RL.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Integration of Knowledge and Ideas	
2.RL.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
2.RL.8	(Not applicable to literature)
2.RL.9	Compare and contrast the characters and settings from two or more versions of the same story by different authors or from different cultures.
Range of Reading and Level of Text Complexity	
2.RL.10	"By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 2.

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Arizona's English Language Arts Standards – 2nd Grade	
Reading Standards for Informational Text	
Key Ideas and Details	
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.
2.RI.2	Identify and explain the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
2.RI.3	With prompting and support, describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Craft and Structure	
2.RI.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
2.RI.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
2.RI.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Integration of Knowledge and Ideas	
2.RI.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
2.RI.8	Describe how reasons support specific points the author makes in a text.
2.RI.9	Compare and contrast the most important points presented by two texts on the same topic.
Range of Reading and Level of Text Complexity	
2.RI.10	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade two.

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Arizona's English Language Arts Standards – 2nd Grade	
Reading Standards: Foundational Skills	
Phonics and Word Recognition	
2.RF.3	Know and apply grade-level phonics and word analysis skills in decoding one-syllable or two-syllable words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Identify and apply all six syllable types to decode appropriate grade-level text. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.
Fluency	
2.RF.4	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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Arizona's English Language Arts Standards -2nd Grade	
Writing Standards	
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.
2.W.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
2.W.3	Write narratives in which they recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order and provide a sense of closure.
Production and Distribution of Writing	
2.W.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above).
2.W.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
2.W.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research to Build and Present Knowledge	
2.W.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
2.W.8	Recall information from experiences or gather information from provided sources to answer a question.
2.W.9	(Begins in grade 4)
Range of Writing	
2.W.10	(Begins in grade 3)

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Arizona's English Language Arts Standards – 2nd Grade	
Writing Standards: Foundational Skills	
Sound-letter basics and Handwriting	
2.WF.1	Demonstrate and apply handwriting skills. a. Write legibly in manuscript using correct letter formation. b. Transcribe ideas in manuscript with automaticity and proper spacing.
2.WF.2	Demonstrate and apply sound-letter concepts. a. Write the most common graphemes (letters or letter groups) for each phoneme. For example: 1. Consonants: /s/= s, ss, ce, ci, cy /f/= f, ff, ph /k/= c, k, ck 2. Vowels: /o/= o, o_e, oa, ow (long o) /a/= a, a_e, ai, ay, eigh (long a)
Spelling	
2.WF.3	Know and apply phonics and word analysis skills when encoding words. **a**. Spell on-level, regular, single-syllable words that include: 1. Position-based patterns (e.g., ch, -tch; k, -ck; -ge, -dge). 2. Complex consonant blends (e.g., scr, str, squ). 3. Less common vowel teams for long vowels (e.g., ow, oo, au, ou, ue). 4. Vowel-r combinations (e.g., turn, star, third, four, for). 5. Contractions (e.g., we'll, I'm, they've, don't). 6. Homophones (e.g., bear, bare; past, passed). 7. Plurals and possessives (e.g., its, it's). **b**. With prompting and support, spell two- and three-syllable words that: 1. Combine closed, open, vowel teams, vowel-r, and CVe (Consonant-Vowel-silent e) syllables (e.g., compete, robot, violet, understand). 2. Include familiar compound words (e.g., houseboat, yellowtail). 3. Include the most common prefixes and derivational suffixes (e.g., un-, re-, en-, -ful, -ment, -less). **c.** With prompting and support, spell words with suffixes that require: 1. Consonant doubling (e.g., running, slipped). 2. Dropping silent e (e.g., smiled, paving). 3. Changing y to i (e.g., cried, babies). **d.** Spell grade-level appropriate words in English, as found in a research-based list (*See guidelines under *Word Lists* in the ELA Glossary), including: 1. Irregular words (e.g., against, many, enough, does). 2. Pattern-based words (e.g., which, kind, have).

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Arizona's English Language Arts Standards – 2nd Grade	
Speaking and Listening Standards	
Comprehension and Collaboration	
2.SL.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
2.SL.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
2.SL.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Presentation of Knowledge and Ideas	
2.SL.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
2.SL.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
2.SL.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)

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Arizona's English Language Arts Standards – 2nd Grade	
Language Standards	
Conventions of Standard English	
2.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past, present, and future tenses of frequently occurring regular and irregular verbs (e.g. sat, hit, and told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Use interjections (e.g., Yes! That is mine; Yes, that is mine!) g. Produce, expand, and rearrange complete simple and compound sentences using frequently occurring conjunctions (e.g., and, but, or, yet, so). h. Identify and use declarative, interrogative, imperative, and exclamatory sentences. i. With assistance, link sentences into a simple, cohesive paragraph that contains: a main idea, supporting details, and a conclusion.
2.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
Knowledge of Language	
2.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.
Vocabulary Acquisition and Use	
2.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. a. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). c. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). d. Use sentence-level context as a clue to the meaning of a word or phrase. e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
2.L.5	Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). b. Identify synonyms and antonyms to distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

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2.L.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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Arizona's English Language Arts Standards

3rd Grade

ARIZONA DEPARTMENT OF EDUCATION
HIGH ACADEMIC STANDARDS FOR STUDENTS
Final Draft December 2016

3rd Grade Overview

Arizona's English Language Arts Standards work together in a clear progression from kindergarten through 12th grade. This document provides a brief overview of the skills a student will learn at this grade. Each standard builds on the standard that came before and towards the standard that comes in the next grade level. Each standard is expected to be taught as appropriate for the grade-level. Some standards appear to have similar wording at multiple grade levels; however, it is understood that they are to be applied with increased focus to progressively more challenging texts and tasks.

Reading Literature Standards

- Proficiently and independently read a wide variety of grade-level appropriate literature
- Apply a variety of strategies to comprehend, recount and paraphrase grade-level literature
- Demonstrate understanding of how parts of a text, such as chapters, build on each other
- Determine the central idea of a text and how key details contribute to that central idea
- Locate evidence in the text to support answers and opinions
- Distinguish their point of view from that of the narrator or characters
- Compare and contrast themes, settings, and plots of stories

Reading Informational Standards

- Proficiently and independently read a wide variety of grade-level appropriate informational texts
- Demonstrate understanding of how parts of a text, such as specific paragraphs, build on each other
- Determine the central idea of a text and how key details contribute to that central idea
- Locate evidence in the text to support answers and opinions
- Make connections between a series of historical events, scientific ideas or steps in technical procedures
- Find the meaning of key vocabulary words in informational texts
- Use various text features, such as glossaries, icons and indexes, to locate key facts and information
- Apply a variety of strategies to comprehend, recount and paraphrase grade-level informational text
- Compare and contrast the most important points from two texts on the same topic

Reading Foundational Skills

- Read words with common prefixes and suffixes, focusing on Latin suffixes
- Read irregularly spelled words
- Read text with purpose and understanding, self-monitoring understanding

Writing Standards

- Write opinion and explanatory pieces that include evidence to support ideas, linking words, and a conclusion
- Write narratives that include a clear sequence of events, descriptive details, dialogue, and words that indicate a change in time
- Revise writing based on feedback from adults and peers
- Conduct short research projects
- Gather information from sources to answer a question
- Produce writing that is organized for specific task, audience and purpose

Writing Foundational Skills

- Read, write and transcribe using manuscript and cursive writing
- Spell regular two and three syllable words and single syllable words with less common spellings
- Use resources such as dictionaries and thesauri to check spellings

Speaking and Listening Standards

- Engage in a range of collaborative discussions by asking and answering questions, reporting on topics
- Speak in complete sentences when appropriate to task and audience

Language Standards

- Demonstrate proper usage of pronouns, adjectives, adverbs, and other parts of speech
- Determine the meaning of unknown words using root words, prefixes, suffixes, context clues, and dictionaries

Arizona's English Language Arts Standards – 3rd Grade	
Reading Standards for Literature	
Key Ideas and Details	
3.RL.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
3.RL.2	Recount and paraphrase stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in text.
3.RL.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
Craft and Structure	
3.RL.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
3.RL.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
3.RL.6	Distinguish one's own point of view from that of the narrator or those of the characters.
Integration of Knowledge and Ideas	
3.RL.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
3.RL.8	(Not applicable to literature)
3.RL.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
Range of Reading and Level of Text Complexity	
3.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.

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Arizona's English Language Arts Standards – 3rd Grade	
Reading Standards for Informational Text	
Key Ideas and Details	
3.RI.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
3.RI.2	Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.
3.RI.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
Craft and Structure	
3.RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
3.RI.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
3.RI.6	Distinguish one's own point of view from that of the author of a text.
Integration of Knowledge and Ideas	
3.RI.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
3.RI.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
3.RI.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
Range of Reading and Level of Text Complexity	
3.RI.10	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.

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Arizona's English Language Arts Standards – 3rd Grade	
Reading Standards: Foundational Skills	
Phonics and Word Recognition	
3.RF.3	Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Apply knowledge of the six syllable types to read grade-level words accurately. d. Read grade-level appropriate irregularly spelled words.
Fluency	
3.RF.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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Arizona's English Language Arts Standards – 3rd Grade	
Writing Standards	
Text Types and Purposes	
3.W.1	Write opinion pieces on topics or texts, using reasons to support one's point of view. a. Introduce the topic or text, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section.
3.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.
3.W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.
Production and Distribution of Writing	
3.W.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
3.W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
3.W.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
Research to Build and Present Knowledge	
3.W.7	Conduct short research projects that build knowledge about a topic.
3.W.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

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3.W.9	(Begins in grade 4)
Range of Writing	
3.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Arizona's English Language Arts Standards – 3rd Grade	
Writing Standards: Foundational Skills	
Sound-letter basics and Handwriting	
3.WF.1	Demonstrate and apply handwriting skills. a. Read and write cursive letters, upper and lower case. b. Transcribe ideas legibly in cursive and manuscript, with appropriate spacing and indentation.
3.WF.2	Standard ends at grade 2.
Spelling	
3.WF.3	Know and apply spelling conventions and patterns. a. Spell single-syllable words with less common and complex graphemes (e.g., *ough*, *augh*, *old*, *-ind*, *-ost*, *-ild* families). b. Identify language of origin for words, as noted in dictionaries. c. Spell singular and plural possessives (e.g., teacher's, teachers'). d. Spell regular two-and three-syllable words that: 1. Combine all basic syllable types: closed, VCe (Vowel-Consonant-silent e), open, vowel team, vowel-r, and consonant le. 2. Include common, transparent prefixes and suffixes (e.g., *re-*, *pre-*, *sub-*, *un-*, *dis-*, *mis-*; *-able*, *-ness*, *-ful*, *-tion*). e. Spell grade-level appropriate words in English, as found in a research-based list (*See guidelines under *Word Lists* in the ELA Glossary), including: 1. Irregular words. 2. Pattern-based words.

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Arizona's English Language Arts Standards – 3rd Grade	
Speaking and Listening Standards	
Comprehension and Collaboration	
3.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding based on the discussion.
3.SL.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3.SL.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
Presentation of Knowledge and Ideas	
3.SL.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
3.SL.5	Create audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
3.SL.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

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Arizona's English Language Arts Standards – 3rd Grade	
Language Standards	
Conventions of Standard English	
3.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., childhood). d. Form and use regular and irregular verbs. e. Form and use the simple verb tenses (e.g., I walked; I walk; I will walk). f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences. j. Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusions/closure.
3.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives.
Knowledge of Language	
3.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written Standard English.
Vocabulary Acquisition and Use	
3.L.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). c. Use sentence-level context as a clue to the meaning of a word or phrases. d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

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3.L.5	Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. Identify real-life connections between words and their uses (e.g., describe people who are friendly or helpful). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).
3.L.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).

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Arizona's English Language Arts Standards

4th Grade

ARIZONA DEPARTMENT OF EDUCATION
HIGH ACADEMIC STANDARDS FOR STUDENTS
Final Draft December 2016

4th Grade Overview

Arizona's English Language Arts Standards work together in a clear progression from kindergarten through 12th grade. This document provides a brief overview of the skills a student will learn at this grade. Each standard builds on the standard that came before and towards the standard that comes in the next grade level. Each standard is expected to be taught as appropriate for the grade-level. Some standards appear to have similar wording at multiple grade levels; however, it is understood that they are to be applied with increased focus to progressively more challenging texts and tasks.

Reading Standards for Literature

- Proficiently and independently read a wide variety of grade-level appropriate literature
- Use key details to determine a theme of a text
- Use details from texts in order to make inferences, to make comparisons, and to connect ideas
- Refer to the text when asking or answering a question
- Explore the differences between poems, plays, and stories
- Determine the meaning of key words and phrases in a text
- Compare how similar ideas and themes are presented in texts from different cultures

Reading Standards for Informational Text

- Proficiently and independently read a wide variety of grade-level appropriate informational texts
- Determine how the structure and presentation helps to organize the ideas and details in the text
- Determine the central idea of a text and how key details contribute to that central idea
- Locate evidence in the text to support answers and opinions
- Make connections between a series of historical events, scientific ideas or steps in technical procedures
- Compare, contrast, and integrate information from multiple texts or sources
- Find the meaning of key vocabulary words in informational texts
- Use various text features, such as glossaries, icons and indexes, to locate key facts and information
- Apply a variety of strategies to comprehend, recount and paraphrase grade-level informational text

Reading Standards Foundational Skills

- Apply a variety of strategies to read unknown words in and out of context
- Read text with purpose and understanding, self-monitoring understanding

Writing Standards

- Write opinion and explanatory pieces that include evidence to support ideas, linking words, and a conclusion
- Write narratives that include a clear sequence of events, descriptive details, dialogue, and words that indicate a change in time
- Revise writing based on feedback from adults and peers
- Conduct short research projects that address different parts of a topic
- Gather information from sources to answer a question
- Produce writing that is organized for specific task, audience and purpose

Writing Foundations Standards

- Read and write cursive and manuscript

Speaking and Listening Standards

- Collaborate in discussions through effectively speaking and listening in a variety of settings
- Prepare for a discussion by reading and studying the required materials
- Paraphrase information from a wide range of sources
- Orally report on a topic or text

Language Standards

- Demonstrate mastery of grade level conventions (grammar, capitalization, punctuation, and spelling)
- Construct paragraphs that include an introduction of the topic, supporting details, and conclusion
- Use knowledge of Greek and Latin prefixes, suffixes, and roots to determine the meaning of unknown words
- Determine the meaning of unknown words using root words, prefixes, suffixes, context clues, and dictionaries

Arizona's English Language Arts Standards – 4th Grade	
Reading Standards for Literature	
Key Ideas and Details	
4.RL.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
4.RL.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
4.RL.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
Craft and Structure	
4.RL.4	Determine the meaning of words, phrases, and figurative language found in stories, poetry, myths, and traditional literature from different cultures, including those that allude to significant characters.
4.RL.5	Explain the overall structure and major differences between poetry, drama, and prose.
4.RL.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations.
Integration of Knowledge and Ideas	
4.RL.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
4.RL.8	(Not applicable to literature)
4.RL.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
Range of Reading and Level of Text Complexity	
4.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.

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Arizona's English Language Arts Standards – 4th Grade	
Reading Standards for Informational Text	
Key Ideas and Details	
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.
4.RI.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
4.RI.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
Craft and Structure	
4.RI.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
4.RI.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.
4.RI.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus, and the information provided.
Integration of Knowledge and Ideas	
4.RI.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
4.RI.8	Explain how an author uses reasons and evidence to support particular points in a text.
4.RI.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
Range of Reading and Level of Text Complexity	
4.RI.10	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.

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Arizona's English Language Arts Standards -4th Grade	
Reading Standards: Foundational Skills	
Phonics and Word Recognition	
4.RF.3	Know and apply phonics and word analysis skills in decoding multisyllabic words in context and out of context. a. Use combined knowledge of all letter-sound correspondences to read unfamiliar multisyllabic words accurately. b. Apply knowledge of the six syllable patterns to read grade level words accurately. c. Use combined knowledge of morphology (e.g., roots and affixes) to read grade level words accurately.
Fluency	
4.RF.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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Arizona's English Language Arts Standards -4th Grade	
Writing Standards	
Text Types and Purposes	
4.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented.
4.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
4.W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
Production and Distribution of Writing	
4.W.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).
4.W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4).
4.W.6	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task.
Research to Build and Present Knowledge	
4.W.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.

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4.W.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.
4.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature. b. Apply grade 4 Reading standards to informational texts.
Range of Writing	
4.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Arizona's English Language Arts Standards -4th Grade	
Writing Standards: Foundational Skills	
Sound-letter basics and Handwriting	
4.WF.1	Demonstrate and apply handwriting skills. a. Read and write cursive letters, upper and lower case. b. Transcribe ideas legibly and fluently with appropriate spacing and indentation.

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Arizona's English Language Arts Standards – 4th Grade	
Speaking and Listening Standards	
Comprehension and Collaboration	
4.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding based on the discussion.
4.SL.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
4.SL.3	Identify the reasons and evidence a speaker provides to support particular points.
Presentation of Knowledge and Ideas	
4.SL.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
4.SL.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
4.SL.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations).

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Arizona's English Language Arts Standards – 4th Grade	
Language Standards	
Conventions of Standard English	
4.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b. Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking). c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Correctly use frequently confused words (e.g., to, too, two; there, their). h. Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.)
4.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.
Knowledge of Language	
4.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
Vocabulary Acquisition and Use	
4.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). b. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. c. Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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4.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their synonyms and antonyms.
4.L.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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Arizona's English Language Arts Standards

5th Grade

ARIZONA DEPARTMENT OF EDUCATION

HIGH ACADEMIC STANDARDS FOR STUDENTS

Final Draft December 2016

5th Grade Overview

Arizona's English Language Arts Standards work together in a clear progression from kindergarten through 12th grade. This document provides a brief overview of the skills a student will learn at this grade. Each standard builds on the standard that came before and towards the standard that comes in the next grade level. Each standard is expected to be taught as appropriate for the grade-level. Some standards appear to have similar wording at multiple grade levels; however, it is understood that they are to be applied with increased focus to progressively more challenging texts and tasks.

Reading Standards for Literature

- Independently and proficiently read grade-appropriate and increasingly complex literature from a variety of genres
- Determine themes in literary texts
- Analyze elements of literature, including an author's use of figurative language
- Quote accurately by referring to the text
- Compare and contrast different texts
- Analyze the way a text is structured

Reading Standards for Informational Text

- Read and analyze grade appropriate informational text from a variety of content areas such as history/social studies, science and technical texts
- Determine meaning from reading informational texts
- Quote text accurately by referring to the text
- Summarize informational text accurately
- Integrate information gained from a variety of texts to determine different points of view

Reading Standards Foundational Skills

- Apply a variety of strategies to read unknown words in and out of context
- Read text with purpose and understanding, self-monitoring understanding

Writing Standards

- Write opinion and explanatory pieces that include evidence to support ideas, linking words, precise vocabulary and a conclusion
- Write narratives that include a clear sequence of events, descriptive details, dialogue, and words that indicate a change in time
- Conduct short research projects to build knowledge through investigation
- Plan, draft, revise and edit to produce clear and coherent writing
- Demonstrate sufficient command of keyboarding skills to complete a writing task

Writing Foundational Standards

- Read and write cursive and manuscript

Speaking and Listening Standards

- Collaborate in discussions through effectively speaking and listening in a variety of settings
- Prepare for a discussion by reading and studying the required materials, drawing on that preparation during the discussion
- Paraphrase information from a wide range of sources
- Report on a topic or text, sequencing ideas logically, using relevant facts and details, and including multimedia components

Language Standards

- Demonstrate mastery of grade level conventions (grammar, capitalization, punctuation, and spelling)
- Construct paragraphs that include an introduction of the topic, supporting details, and conclusion
- Use knowledge of Greek and Latin prefixes, suffixes, and roots to determine the meaning of unknown words
- Determine the meaning of unknown words using root words, prefixes, suffixes, context clues, and dictionaries
- Demonstrate the meaning of idioms and figurative language

Arizona's English Language Arts Standards -5th Grade	
Reading Standards for Literature	
Key Ideas and Details	
5.RL.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
5.RL.2	Determine a theme of a story, drama, or poem from details of the text; include how characters in story or drama respond to challenges, how the speaker in a poem reflects upon a topic, and a summary of the text.
5.RL.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Craft and Structure	
5.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
5.RL.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
5.RL.6	Describe how a narrator's or speaker's point of view influences how events are described.
Integration of Knowledge and Ideas	
5.RL.7	Analyze how visual and multimedia elements contribute to the purpose, meaning, or tone of the text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem).
5.RL.8	(Not applicable to literature)
5.RL.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
Range of Reading and Level of Text Complexity	
5.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.

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Arizona's English Language Arts Standards – 5th Grade	
Reading Standards for Informational Text	
Key Ideas and Details	
5.RI.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
5.RI.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
5.RI.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text.
Craft and Structure	
5.RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
5.RI.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.
5.RI.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Integration of Knowledge and Ideas	
5.RI.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
5.RI.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
5.RI.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Range of Reading and Level of Text Complexity	
5.RI.10	By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technological texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.

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Arizona's English Language Arts Standards – 5th Grade	
Reading Standards: Foundational Skills	
Phonics and Word Recognition	
5.RF.3	Know and apply phonics and word analysis skills in decoding multisyllabic words in context and out of context. a. Use combined knowledge of all letter-sound correspondences to accurately read unfamiliar multisyllabic words. b. Apply knowledge of the six syllable patterns to read grade level words accurately. c. Use combined knowledge of morphology to read grade level words accurately. d. Know and apply common, grade-appropriate Greek and Latin affixes and roots to accurately read unfamiliar words.
Fluency	
5.RF.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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Arizona's English Language Arts Standards – 5th Grade	
Writing Standards	
Text Types and Purposes	
5.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.
5.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
5.W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
Production and Distribution of Writing	
5.W.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5.W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
5.W.6	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills in order to complete a writing task.
Research to Build and Present Knowledge	

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5.W.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic and to answer a specific question.
5.W.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
5.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards to literature. b. Apply grade 5 Reading standards to informational texts.
Range of Writing	
5.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Arizona's English Language Arts Standards – 5th Grade	
Writing Standards: Foundational Skills	
Sound-letter basics and Handwriting	
5.WF.1	Demonstrate and apply handwriting skills. a. Read and write cursive letters, upper and lower case. b. Transcribe ideas legibly and fluently with appropriate spacing and indentation.

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Arizona's English Language Arts Standards – 5th Grade	
Speaking and Listening Standards	
Comprehension and Collaboration	
5.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions based on information and knowledge gained from the discussions.
5.SL.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
5.SL.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
Presentation of Knowledge and Ideas	
5.SL.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
5.SL.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
5.SL.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)

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Arizona's English Language Arts Standards – 5th Grade	
Language Standards	
Conventions of Standard English	
5.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense. e. Use correlative conjunctions (e.g., either/or, neither/nor). f. Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3).
5.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.
Knowledge of Language	
5.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
Vocabulary Acquisition and Use	
5.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). b. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
5.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs.

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	c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
5.L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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Arizona's English Language Arts Standards

6th Grade

ARIZONA DEPARTMENT OF EDUCATION

HIGH ACADEMIC STANDARDS FOR STUDENTS

Final Draft December 2016

6th Grade Overview

Arizona's English Language Arts Standards work together in a clear progression from kindergarten through 12th grade. This document provides a brief overview of the skills a student will learn at this grade. Each standard builds on the standard that came before and towards the standard that comes in the next grade level. Each standard is expected to be taught as appropriate for the grade-level. Some standards appear to have similar wording at multiple grade levels; however, it is understood that they are to be applied with increased focus to progressively more challenging texts and tasks.

Reading Standards for Literature

- Independently and proficiently read grade-appropriate and increasingly complex literature from a variety of genres
- Analyze how key details build the central idea or theme of a text
- Write summaries of text distinct from personal opinions and judgements
- Analyze elements of literature, including an author's use of figurative language and how a specific part of a text contributes to its structure
- Cite textual evidence to support analysis and inferences
- Compare and contrast how texts from different genres address similar themes or topics
- Analyze characters, setting, plot, and theme in literary work

Reading Standards for Informational

- Read and analyze grade appropriate informational and nonfiction texts
- Cite textual evidence to support analysis and inferences
- Write summaries of text distinct from personal opinions and judgements
- Integrate information gained from a variety of texts to determine different points of view
- Analyze how details build the central idea and purpose of a text
- Determine ideas that are and are not supported by evidence
- Make accurate inferences based on cited evidence found in a text

Writing Standards

- Write argumentative and explanatory pieces that include evidence to support ideas, linking words, precise vocabulary and a conclusion
- Maintain a formal style in argumentative and explanatory writing
- Write narratives that include a clear sequence of events, descriptive details, dialogue, and words that indicate a change in time
- Conduct short research projects to build knowledge through investigation
- Plan, draft, revise and edit to produce clear and coherent writing
- Demonstrate sufficient command of keyboarding skills to complete a writing task

Speaking and Listening Standards

- Engage in collaborative discussions by using effective and appropriate speaking and listening skills and following specific discussion guidelines
- Prepare and participate in discussions by reading/researching the texts under discussion
- Orally present claims and findings, sequencing ideas and evidence logically with appropriate descriptions, facts, and details
- Interpret information presented orally in diverse media formats, and decipher claims that are supported by evidence from claims that are not
- Report on a topic or text, sequencing ideas logically, using relevant facts and details, and including multimedia components

Language Standards

- Demonstrate mastery of grade level conventions (grammar, capitalization, punctuation, and spelling)
- Construct paragraphs that include an introduction of the topic, supporting details, and conclusion
- Use knowledge of Greek and Latin prefixes, suffixes, and roots to determine the meaning of unknown words
- Determine the meaning of unknown words using root words, prefixes, suffixes, context clues, and dictionaries
- Apply their knowledge of figurative language and word relationships to determine nuances in word meaning for sixth-grade vocabulary

Arizona's English Language Arts Standards – 6th Grade	
Reading Standards for Literature	
Key Ideas and Details	
6.RL.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
6.RL.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
6.RL.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
Craft and Structure	
6.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
6.RL.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
6.RL.6	Explain how an author develops the point of view of the narrator or speaker in a text.
Integration of Knowledge and Ideas	
6.RL.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
6.RL.8	(Not applicable to literature)
6.RL.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
Range of Reading and Level of Text Complexity	
6.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.

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Arizona's English Language Arts Standards – 6th Grade	
Reading Standards for Informational Text	
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.
6.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 or judgements.
6.RI.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes).
Craft and Structure	
6.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
6.RI.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
6.RI.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
Integration of Knowledge and Ideas	
6.RI.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
6.RI.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
6.RI.9	Compare and contrast one author's presentation of events with that of another author.
Range of Reading and Level of Text Complexity	
6.RI.10	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.

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Arizona's English Language Arts Standards -6th Grade	
Writing Standards	
Text Types and Purposes	
6.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 claim(s) with clear reasons and relevant evidence, using 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.
6.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. a. Introduce a topic; 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. b. Develop the topic with relevant 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.
6.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 an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. 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.
Production and Distribution of Writing	
6.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
6.W.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
6.W.6	Use technology, including the internet, to type and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task in a single sitting.

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Research to Build and Present Knowledge	
6.W.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
6.W.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
6.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.
Range of Writing	
6.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Arizona's English Language Arts Standards -6th Grade	
Speaking and Listening Standards	
Comprehension and Collaboration	
6.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific 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, draw conclusions, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
6.SL.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.
6.SL.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
Presentation of Knowledge and Ideas	
6.SL.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
6.SL.5	Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information.
6.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

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Arizona's English Language Arts Standards – 6th Grade	
Language Standards	
Conventions of Standard English	
6.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, and possessive). b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
6.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Use correct spelling.
Knowledge of Language	
6.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistent style and tone.
Vocabulary Acquisition and Use	
6.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). b. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase.
6.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
6.L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Arizona's English Language Arts Standards

7th Grade

ARIZONA DEPARTMENT OF EDUCATION
HIGH ACADEMIC STANDARDS FOR STUDENTS
Final Draft December 2016

7th Grade Overview

Arizona's English Language Arts Standards work together in a clear progression from kindergarten through 12th grade. This document provides a brief overview of the skills a student will learn at this grade. Each standard builds on the standard that came before and towards the standard that comes in the next grade level. Each standard is expected to be taught as appropriate for the grade-level. Some standards appear to have similar wording at multiple grade levels; however, it is understood that they are to be applied with increased focus to progressively more challenging texts and tasks.

Reading Standards for Literature:

- Independently and proficiently read grade-appropriate and increasingly complex literature from a variety of genres
- Analyze how key details build the central idea or theme of a text
- Cite textual evidence to support analysis and inferences
- Compare and contrast how texts from different genres address similar themes or topics
- Analyze the interaction of literary elements, such as setting, characters, plot, theme, etc. to consider the impact one element might have on another
- Determine the central idea or theme of a text as well as write an objective summary
- Analyze intentional author choice by comparing and contrasting characters, points of view, structures, mediums and citing evidence to support analysis
- Compare and contrast a written form of text to an audio, visual, or staged version of the text
- Determining and analyze the impact of specific word choices on meaning and tone

Reading Standards for Informational:

- Analyze the interaction between/among individuals, events, and ideas presented in a variety of informational texts
- Cite appropriate textual evidence to support inference drawn from informational texts, as well as writing effective objective summaries of the text
- Analyze claims by evaluating the supporting reasoning and evidence presented in a text
- Analyze and evaluate how different authors present the same subject/topic through varying mediums

Writing Standards:

- Develop and produce clear and coherent writing for a variety of tasks, purposes, and audiences using argumentative, informational, and narrative writing types
- Develop arguments supported with reasoning and evidence gathered from multiple credible print and digital resources
- Begin to acknowledge opposing viewpoints in writing
- Routinely plan, draft, revise and edit writing tasks

Speaking and Listening Standards:

- Collaboratively discuss and analyze a variety of subjects
- Develop and practice respectful communication skills in order to clarify, extend, and challenge presented information
- Present arguments and information, incorporating multimedia and other visual/audio elements as appropriate to meet the needs of the audience and purpose

Language Standards:

- Demonstrate mastery of grade level conventions (grammar, capitalization, punctuation, and spelling)
- Choose among simple, compound, complex, and compound-complex sentence structures to signal differing relationships among ideas
- Apply various strategies to determine the meaning of unknown words, phrases, and figurative language

Arizona's English Language Arts Standards – 7th Grade	
Reading Standards for Literature	
Key Ideas and Details	
7.RL.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
7.RL.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
7.RL.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
Craft and Structure	
7.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
7.RL.5	Analyze the structure of a text, including how a drama or poem's form or structure contributes to its meaning.
7.RL.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
Integration of Knowledge and Ideas	
7.RL.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
7.RL.8	(Not applicable to literature)
7.RL.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
Range of Reading and Level of Text Complexity	
7.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 7.

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Arizona's English Language Arts Standards – 7th Grade	
Reading Standards for Informational Text	
Key Ideas and Details	
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.
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.
7.RI.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
Craft and Structure	
7.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone.
7.RI.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
7.RI.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
Integration of Knowledge and Ideas	
7.RI.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
7.RI.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
7.RI.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
Range of Reading and Level of Text Complexity	
7.RI.10	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 7.

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Arizona's English Language Arts Standards – 7th Grade	
Writing Standards	
Text Types and Purposes	
7.W.1	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) 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.
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. 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. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate 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.
7.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 point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. 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.
Production and Distribution of Writing	
7.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).
7.W.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

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7.W.6	Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others.
Research to Build and Present Knowledge	
7.W.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
7.W.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
7.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.
Range of Writing	
7.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Arizona's English Language Arts Standards – 7th Grade	
Speaking and Listening Standards	
Comprehension and Collaboration	
7.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
7.SL.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study.
7.SL.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
Presentation of Knowledge and Ideas	
7.SL.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, appropriate vocabulary, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
7.SL.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
7.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)

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Arizona's English Language Arts Standards – 7th Grade	
Language Standards	
Conventions of Standard English	
7.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
7.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives. b. Use correct spelling.
Knowledge of Language	
7.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
7.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). b. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase.
7.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, religious, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
7.L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Arizona's English Language Arts Standards

8th Grade

ARIZONA DEPARTMENT OF EDUCATION
HIGH ACADEMIC STANDARDS FOR STUDENTS
Final Draft December 2016

8th Grade Overview

Arizona's English Language Arts Standards work together in a clear progression from kindergarten through 12th grade. This document provides a brief overview of the skills a student will learn at this grade. Each standard builds on the standard that came before and towards the standard that comes in the next grade level. Each standard is expected to be taught as appropriate for the grade-level. Some standards appear to have similar wording at multiple grade levels; however, it is understood that they are to be applied with increased focus to progressively more challenging texts and tasks.

Reading Standards for Literature:

- Independently and proficiently read grade-appropriate and increasingly complex literature from a variety of genres
- nalyze the central ideas or themes of a text, including analyzing the roles of dialogue or incidents in developing the depth of the plot
- Analyze the intentional choices authors make by comparing modern works of literature to traditional pieces, and citing their evidence to support their analysis
- Develop vocabulary by determining and analyzing the impact of specific word choice on meaning and tone

Reading Standards for Informational:

- Analyze individuals, events, and ideas in informational text
- Use evidence from the text to support the inferences they draw from the text, and write an effective summary of a variety of texts
- Analyze the claims made in a text by evaluating the supporting reasoning and evidence an author uses, and recognize conflicting and irrelevant evidence
- Evaluate the use of varying perspectives and mediums on the portrayal of subjects/topics by different authors.

Writing Standards:

- Produce clear and coherent writing for a variety of tasks, purposes, and audiences using argumentative, informational, or narrative writing types
- Develop arguments supported with reasoning and evidence gathered from multiple, credible print and digital sources
- Acknowledge and address opposing viewpoints in response to their claims
- Routinely plan, draft, revise, and edit a wide variety of writing tasks

Speaking and Listening Standards:

- Collaboratively discuss and analyze a variety of subjects using diverse media and formats while considering the motives behind the presentation of information
- Develop respectful communication skills in order to clarify, extend and challenge information presented in a variety of contexts
- Adapt and present information using technology, multimedia, and visual formats effectively for a variety of audiences and purposes

Language Standards:

- Demonstrate mastery of grade level conventions (grammar, capitalization, punctuation, and spelling)
- Utilize various strategies to determine the meaning of unknown words and phrases, as well as figurative language

Arizona's English Language Arts Standards – 8th Grade	
Reading Standards for Literature	
Key Ideas and Details	
8.RL.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.
8.RL.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
8.RL.3	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.
Craft and Structure	
8.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
8.RL.5	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.
8.RL.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
Integration of Knowledge and Ideas	
8.RL.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
8.RL.8	(Not applicable to literature)
8.RL.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories or religious works, including describing how the material is rendered new.
Range of Reading and Level of Text Complexity	
8.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 8.

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Arizona's English Language Arts Standards – 8th Grade	
Reading Standards for Informational Text	
Key Ideas and Details	
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.
8.RI.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
8.RI.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Craft and Structure	
8.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
8.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.
8.RI.6	Determine an author's point of view, perspective and purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
Integration of Knowledge and Ideas	
8.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.
8.RI.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
8.RI.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
Range of Reading and Level of Text Complexity	
8.RI.10	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 8.

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Arizona's English Language Arts Standards – 8th Grade	
Writing Standards	
Text Types and Purposes	
8.W.1	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) 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), counterclaims, 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.
8.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. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant 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.
8.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 point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. 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, and clauses to convey sequence, signal shifts from one time frame or setting to another, 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.
Production and Distribution of Writing	

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8.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
8.W.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
8.W.6	Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
Research to Build and Present Knowledge	
8.W.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8.W.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
8.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.
Range of Writing	
8.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Arizona's English Language Arts Standards – 8th Grade	
Speaking and Listening Standards	
Comprehension and Collaboration	
8.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or 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 based on the evidence presented.
8.SL.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
8.SL.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
Presentation of Knowledge and Ideas	
8.SL.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
8.SL.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
8.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)

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Arizona's English Language Arts Standards – 8th Grade	
Language Standards	
Conventions of Standard English	
8.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 verbals, voice, and mood.
8.L.2	2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Use correct spelling.
Knowledge of Language	
8.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
Vocabulary Acquisition and Use	
8.L.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, and secede). b. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase.
8.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
8.L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Arizona's English Language Arts Standards

9-10th Grade

ARIZONA DEPARTMENT OF EDUCATION

HIGH ACADEMIC STANDARDS FOR STUDENTS

Final Draft December 2016

9-10th Grade Overview

Arizona's English Language Arts Standards work together in a clear progression from kindergarten through 12th grade. This document provides a brief overview of the skills a student will learn at this grade. Each standard builds on the standard that came before and towards the standard that comes in the next grade level. Each standard is expected to be taught as appropriate for the grade-level. Some standards appear to have similar wording at multiple grade levels; however, it is understood that they are to be applied with increased focus to progressively more challenging texts and tasks.

Reading Standards for Literature:

- Independently and proficiently read grade-appropriate and increasingly complex literature from a variety of genres
- Critically analyze elements of literature: plot, theme, characters, setting, figurative language, tone, conflicts, point of view, and author's purpose
- Use details to cite and analyze examples from the text
- Analyze how an author's choices about structure, order of events, or manipulation of time create such effects as mystery, tension, or surprise
- Analyze author's word choice and intent to examine impact on meaning and tone

Reading Standards for Informational:

- Analyze supporting details to infer meaning and determine main ideas and author's purpose
- Analyze and synthesize texts to determine how structure and organization impact the presentation of information and its effectiveness in conveying information and support claims
- Support their analysis with strong textual evidence

Writing Standards:

- Craft quality argumentative, informative, and narrative writing for a variety of tasks, purposes, and audiences, both formal and informal
- Integrate and synthesize information and evidence into the text selectively to maintain the flow of ideas, avoid plagiarism, and follow a standard format for citation appropriate for the task and audience
- Plan, draft, revise, and edit writing in an effective and strategic manner

Speaking and Listening Standards:

- Demonstrate collaborative discussion/listening skills in a variety of settings, both formal and informal
- Extend speaking and listening skills to include paraphrasing, summarizing, and directly citing information from a variety of sources
- Present information using various forms of multimedia technology appropriate to the task, purpose, and audience

Language Standards:

- Demonstrate mastery of grade level conventions (grammar, capitalization, punctuation, and spelling)
- Develop and utilize knowledge of Standard English conventions strategically in a variety of communication tasks for different purposes and audiences; Write and edit work so that it conforms to the guidelines in a style manual
- Use parallel structure and various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations
- Determine the meanings of unknown words and figurative language using a variety of strategies

Arizona's English Language Arts Standards – 9-10th Grade	
Reading Standards for Literature	
Key Ideas and Details	
9-10.RL.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
9-10.RL.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
9-10.RL.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
Craft and Structure	
9-10.RL.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
9-10.RL.5	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.
9-10.RL.6	Analyze how points of view and/or cultural experiences are reflected in works of literature, drawing from a variety of literary texts.
Integration of Knowledge and Ideas	
9-10.RL.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
9-10.RL.8	(Not applicable to literature)
9-10.RL.9	Analyze how an author draws on and transforms source material in a specific work.
Range of Reading and Level of Text Complexity	
9-10.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to **grades 9**. By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to **grades 10**.

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Arizona's English Language Arts Standards – 9-10th Grade	
Reading Standards for Informational Text	
Key Ideas and Details	
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.
9-10.RI.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
9-10.RI.3	Analyze how the author constructs an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
Craft and Structure	
9-10.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
9-10.RI.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
9-10.RI.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
Integration of Knowledge and Ideas	
9-10.RI.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
9-10.RI.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
9-10.RI.9	Analyze seminal/primary documents of historical and literary significance, including how they address related themes and concepts.
Range of Reading and Level of Text Complexity	
9-10.RI.10	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to **grade 9**. By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to **grade 10**.

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Arizona's English Language Arts Standards – 9-10th Grade	
Writing Standards	
Text Types and Purposes	
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. 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. 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. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
9-10.W.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and an appropriate tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
9-10.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

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	e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Production and Distribution of Writing	
9-10.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
9-10.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
9-10.W.6	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
Research to Build and Present Knowledge	
9-10.W.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
9-10.W.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
9-10.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 informational and nonfiction text.
Range of Writing	
9-10.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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Arizona's English Language Arts Standards – 9-10th Grade	
Speaking and Listening Standards	
Comprehension and Collaboration	
9-10.SL.1	Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well- reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections based on the evidence and reasoning presented.
9-10.SL.2	Integrate multiple sources of information presented in diverse media and formats, evaluating the credibility and accuracy of each source.
9-10.SL.3	Evaluate a speaker's point of view, reasoning, use of evidence, and use of rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
Presentation of Knowledge and Ideas	
9-10.SL.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task; use appropriate eye contact, adequate volume, and clear pronunciation.
9-10.SL.5	Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
9-10.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)

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Arizona's English Language Arts Standards – 9-10th Grade	
Language Standards	
Conventions of Standard English	
9-10.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
9-10.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Use correct spelling.
Knowledge of Language	
9-10.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual.
Vocabulary Acquisition and Use	
9-10.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. a. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). b. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase.
9-10.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
9-10.L.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Arizona's English Language Arts Standards

11-12th Grade

ARIZONA DEPARTMENT OF EDUCATION
HIGH ACADEMIC STANDARDS FOR STUDENTS
Final Draft December 2016

11th-12th Grade Overview

Arizona's English Language Arts Standards work together in a clear progression from kindergarten through 12th grade. This document provides a brief overview of the skills a student will learn at this grade. Each standard builds on the standard that came before and towards the standard that comes in the next grade level. Each standard is expected to be taught as appropriate for the grade-level. Some standards appear to have similar wording at multiple grade levels; however, it is understood that they are to be applied with increased focus to progressively more challenging texts and tasks.

Reading Standards for Literature:

- Independently and proficiently read grade-appropriate and increasingly complex literature from a variety of genres
- Critically analyze elements of literature: plot, theme, characters, setting, figurative language, tone, conflicts, point of view, and author's purpose
- Demonstrate complex and deep understanding of a text by supporting their inferences by citing specific and detailed examples
- Demonstrate understanding of author's purpose, meaning, and tone by analyzing word choice and intentional organizational structures
- Analyze how two or more texts from the same time period treat similar themes or topics

Reading Standards for Informational:

- Infer multiple meanings and determine main ideas, author's purpose, and the effectiveness of rhetorical devices and support those inference using detailed examples from the text
- Analyze and synthesize seminal U.S. and world texts to determine how structure, organization, and presentation helps organize ideas and details effectively
- Continue to cite strong evidence contextually to support their analysis and claims

Writing Standards:

- Craft quality argumentative, informative, and narrative writing for a variety of tasks, purposes, and audiences, both formal and informal
- Integrate and synthesize information and evidence into the text selectively to maintain the flow of ideas, avoid plagiarism, and follow a standard format for citation appropriate for the task and audience
- Plan, draft, revise, and edit writing in an effective and strategic manner

Speaking and Listening Standards:

- Demonstrate collaborative discussion/listening skills in a variety of settings, both formal and informal
- Extend speaking and listening skills to include paraphrasing, summarizing, and directly citing information from a variety of sources
- Present information using various forms of multimedia technology appropriate to the task, purpose, and audience

Language Standards:

- Demonstrate mastery of grade level conventions (grammar, capitalization, punctuation, and spelling)
- Develop and utilize knowledge of Standard English conventions strategically in a variety of communication tasks for different purposes and audiences
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning and style, and to comprehend more fully when reading or listening; vary syntax for effect
- Determine the meanings of unknown words and figurative language using a variety of strategies

Arizona's English Language Arts Standards – 11-12th Grade	
Reading Standards for Literature	
Key Ideas and Details	
11-12.RL.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.
11-12.RL.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
11-12.RL.3	Analyze the impact of the author's choices regarding how to develop and connect elements of a story or drama.
Craft and Structure	
11-12.RL.4	Determine the meaning(s) of words and phrases as they are used in a text, including figurative and connotative meanings, while analyzing the impact of specific choices on meaning and tone.
11-12.RL.5	Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning, as well as its aesthetic impact.
11-12.RL.6	Using a variety of genres, analyze how the narrative point of view impacts the implicit and explicit meanings in a text
Integration of Knowledge and Ideas	
11-12.RL.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
11-12.RL.8	(Not applicable to literature)
11-12.RL.9	Drawing on a wide range of time periods, analyze how two or more texts treat similar themes or topics.
Range of Reading and Level of Text Complexity	
11-12.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to **grades 11**. By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to **grades 12**.

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Arizona's English Language Arts Standards – 11-12th Grade	
Reading Standards for Informational Text	
Key Ideas and Details	
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.
11-12.RI.2	Determine and analyze the development and interaction of two or more central ideas over the course of a text to provide a complex analysis or objective summary.
11-12.RI.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
Craft and Structure	
11-12.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
11-12.RI.5	Analyze and evaluate the effectiveness of the author's choice of structural elements and text features.
11-12.RI.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.
Integration of Knowledge and Ideas	
11-12.RI.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in print in order to address a question or solve a problem.
11-12.RI.8	Delineate and evaluate the rhetorical effectiveness of the authors' reasoning, premises, purpose, and argument in seminal U.S. and world texts.
11-12.RI.9	Analyze foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.
Range of Reading and Level of Text Complexity	
11-12.RI.10	By the end of the year, proficiently and independently read and comprehend informational text and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to **grades 11**. By the end of the year, proficiently and independently read and comprehend informational text and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to **grades 12**.

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Arizona's English Language Arts Standards -11-12th Grade	
Writing Standards	
Text Types and Purposes	
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. 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. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a style and tone appropriate to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
11-12.W.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful for comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and rhetorical techniques to manage the complexity of the topic. e. Establish and maintain a style and tone appropriate to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
11-12.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and particular tone and outcome. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Production and Distribution of Writing	

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11-12.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
11-12.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
11-12.W.6	Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Research to Build and Present Knowledge	
11-12.W.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
11-12.W.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
11-12.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 informational and nonfiction text.
Range of Writing	
11-12.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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Arizona's English Language Arts Standards – 11-12th Grade	
Speaking and Listening Standards	
Comprehension and Collaboration	
11-12.SL.1	Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well- reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
11-12.SL.2	Integrate multiple sources of information presented in diverse media and formats in order to make informed decisions and propose solutions, while evaluating the credibility and accuracy of each source and noting any discrepancies.
11-12.SL.3	Evaluate a speaker's point of view, reasoning, use of evidence, and use of rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
Presentation of Knowledge and Ideas	
11-12.SL.4	Present information, findings, and supporting evidence in an organized, developed style appropriate to purpose, audience, and task, allowing listeners to follow the speaker's line of reasoning, message, and any alternative perspectives.
11-12.SL.5	Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence to keep the audience engaged.
11-12.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

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Arizona's English Language Arts Standards – 11-12th Grade	
Language Standards	
Conventions of Standard English	
11-12.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references as needed.
11-12.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use hyphenation conventions. b. Use correct spelling.
Knowledge of Language	
11-12.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
Vocabulary Acquisition and Use	
11-12.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. a. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g. conceive, conception, conceivable). b. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase.
11-12.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
11-12.L.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Arizona's English Language Arts Standards

Glossary

ARIZONA DEPARTMENT OF EDUCATION
HIGH ACADEMIC STANDARDS FOR STUDENTS
Final Draft December 2016

English Language Arts Glossary	
This glossary identifies terms and concepts found in the Arizona English Language Arts Standards. The definitions of these terms and concepts are meant to provide clarification for specific terms in the standards.	
Aesthetic	Relating to the science of aesthetics; concerned with the study of the mind and emotions in relation to the sense of beauty. 1. Concerned with beauty or the appreciation of beauty. (adjective) 2. A set of principles underlying or guiding the work of a particular artist or artistic movement. (noun) The use of language to evoke a sense of beauty. Can be used in both literary and nonfiction texts.
Argument Writing	An argument is a reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid. Writers and speakers defend their interpretations, positions, or judgments with evidence from the text(s) about which they are writing/speaking. Arguments are used for many purposes—to change the reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation or evaluation of a concept, issue, or problem. *Argument vs Persuasion* When writing to *persuade*, writers employ a variety of persuasive strategies. One common strategy is an appeal to the credibility, character, or authority of the writer (or speaker). When writers establish that they are knowledgeable and trustworthy, audiences are more likely to believe what they say. Another is an appeal to the audience's self-interest, sense of identity, or emotions, any of which can sway an audience. A *logical argument*, on the other hand, convinces the audience because of the perceived merit and reasonableness of the claims and proofs offered rather than either the emotions the writing evokes in the audience or the character or credentials of the writer. *Claim* An assertion in the face of possible contradiction. A debatable claim or thesis is an essential element of argument and generates responses somewhere on the following continuum: Strongly Disagree $\longleftrightarrow$ Strongly Agree. *Counterclaim* An acknowledgement of an opposing viewpoint, which is typically followed by a new assertion in favor of the main claim. Argument, Informational/Expository, and Narrative writing are frequently blended to meet the needs of specific tasks, purposes, or audiences.
Automaticity	A general term that refers to any skilled and complex behavior that can be performed easily with little attention, effort, or conscious awareness. Skills become automatic after extended periods of training and practice. With practice and good instruction, students become automatic at word recognition (retrieving words from memory) and are able to focus attention on constructing meaning from the text, rather than decoding.
Blended Writing	The use of different writing types, such as argument, informational/expository, and narrative, in one text to meet the needs of a specific task, purpose, or audience. Many authentic writing tasks (long-form journalism, creative/literary non-fiction travel, nature, science, editorial and feature writing) incorporate a blending of writing types.

Central Idea	A broad idea or message conveyed over the course of informational or literary text or texts.
Cite	To quote or paraphrase a text (a passage, book, or author, image, video, podcast, graphic, chart, etc.) as evidence for or justification of an argument or statement, especially in a scholarly work. (verb)
Citation	The documentation of a quote from or a paraphrased reference to a passage, book, or author, image, video, podcast, graphic, chart, etc., especially in a scholarly work. (noun)
Cursive	Writing with strokes of successive characters joined together.
Digital Media	Digitized content that can be transmitted over the internet or computer networks. This can include text, audio, video, and graphics. Information from a TV network, newspaper, magazine, etc. that is presented on a website or blog can fall under this label.
Evidence	Can include firsthand research, such as interviews, surveys, observations, experiments, or personal experience, or secondhand research that includes facts, figures, interpretations of experiments or events, library sources, online sources, statistics, and other sources of data and information that provide support for thesis statements in informative/expository texts, and support debatable claims in texts with an argumentative purpose. The types of evidence used will be decided by the task, purpose, and audience of the text. Different disciplines use and value different types of evidence.
e.g.	The abbreviation **e.g**. is short for the Latin phrase *exempli gratia*, meaning "for example." When used in Arizona's English Language Arts Standards, the text that follows *e.g.* are *not* required.
i.e	The abbreviation **i.e.** is short for the Latin phrase *id est*, meaning "that is." When used in Arizona's English Language Arts Standards, the examples following i.e. are for further clarification or explanation.
Fluency	**Reading Fluency** - The ability to read a text accurately, quickly (automaticity) and with proper expression (prosody) and comprehension. Because fluent readers do not have to concentrate on decoding words, they can focus their attention on what the text means. **Writing Fluency** – The ability to communicate ideas in writing accurately and quickly with relatively little effort. Fluency is an important factor in a writer's ability to manipulate sentence structures to produce comprehensible text. Writing fluency also requires automatic or relatively effortless handwriting, typing, and spelling skills.
Informational Text	A broad category of nonfiction resources, including: Biographies; autobiographies; books about history, social studies, science, and the arts; functional texts; technical texts (including how-to books and procedural books); and literary nonfiction.
Informational/ Expository Writing	Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as types (What are the different types of poetry?) and components (What are the parts of a motor?); size, function, or behavior (How big is the United States? What is an X-ray used for? How do penguins find food?); how things work (How does the legislative branch of government function?); and why things happen (Why do some

	authors blend genres?). To produce this kind of writing, students draw from what they already know and from primary and secondary sources. With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skilled at selecting and incorporating relevant examples, facts, and details into their writing. They are also able to use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point. Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and précis writing, as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and résumés. As students advance through the grades, they expand their repertoire of informational/explanatory genres and use them effectively in a variety of disciplines and domains. Although information is provided in both arguments and explanations, the two types of writing have different aims. Arguments seek to make people believe that a position or claim is valid and worth considering. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him or her to accept a certain point of view. Like arguments, explanations provide information about causes, contexts, and consequences of processes, phenomena, states of affairs, objects, terminology, and so on. However, in an argument, the writer not only gives information but also presents a case on a debatable issue. Argument, Informational/Expository, and Narrative writing are frequently blended to meet the needs of specific tasks, purposes, or audiences.
Literary Nonfiction (also referred to as Creative Nonfiction)	A type of prose that employs the literary techniques usually associated with fiction or poetry to report on persons, places, and events in the real world. The genre of literary nonfiction (also known as creative nonfiction) is broad enough to include travel writing, nature writing, science writing, sports writing, biography, autobiography, memoir, the interview, and both the familiar and personal essay. It can be narrative, informational/expository, or argumentative in nature, or a blending of all three. Argument, Informational/Expository, and Narrative writing are frequently blended to meet the needs of specific tasks, purposes, or audiences.
Long-Form Journalism	A branch of journalism dedicated to longer articles with larger amounts of content. The length is between that of a traditional article and a periodical. Long-form journalism often takes the form of creative or literary nonfiction, or narrative journalism, and may include extensive research. It can be narrative, informational/expository, or argumentative in nature, or a blending of all three.
Main Idea	The central purpose or gist of a passage; the primary message expressed by a passage. The main idea of a paragraph may be explicitly stated in a topic sentence. The main idea is the "key concept" being expressed in a part or in the entirety of a text.
Manuscript	Writing that consists of un-joined letters made with lines and circles. Often taught at the elementary level.
Medium	A particular form or system of communication (such as radio, television, internet, film, photography, graphic and fine art, music, print, podcasts, etc.).

Morphology	The study of meaningful units of language and how they are combined in forming words. See *Morphemes Represented in English Orthography* in the Reading Foundational Skills section of the ELA Glossary.
Multimedia	Content that uses combinations of text, audio, still images, animation, video, or interactive content forms for expressing ideas.
Narrative Writing	Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, instruct, persuade, or entertain. In English language arts, students produce narratives that take the form of creative fictional stories, memoirs, anecdotes, and autobiographies. Over time, they learn to provide visual details of scenes, objects, or people; to depict specific actions (for example, movements, gestures, postures, and expressions); to use dialogue and interior monologue that provide insight into the narrator's and characters' personalities and motives; and to manipulate pace to highlight the significance of events and create tension and suspense. Because narrative writing serves so many purposes, it is frequently used in argument writing and informational/expository writing as a way to support the purpose, claim, or thesis. Argument, Informational/Expository, and Narrative writing are frequently blended to meet the needs of specific tasks, purposes, or audiences.
Opinion Writing	A view, judgement, or appraisal formed by a writer about a particular matter that uses reasons, examples and/or evidence as support.
Point of view	The position, frames of reference, or perspective(s) conveyed or represented by an author, narrator, speaker, or character.
Print or digital sources (See Digital Media, Multimedia)	Interchangeable terms to express the format in which text or visual information is presented.
Recount	The oral presentation of essential elements aligned with the sequence of a story's events.
Rhetorical situation	The context of a rhetorical construct which consists of (at a minimum) a rhetor (the author), an issue, a medium, and an audience. The rhetorical situation can be understood as the circumstances under which the author writes or speaks, including: • The nature and disposition of the audience, • The exigence (issue, problem, or situation) that impels the writer to enter the conversation, • The writer's goal or purpose, • Whatever else has already been said on the subject, and • The general state of the world outside the more specific context of the issue at hand. All of these elements work together to determine what kinds of arguments will be effective (or, in Aristotle's term, to define "the available means of persuasion") in the given case.
Shades of meaning	The varying degrees of meaning for closely related actions (e.g. walk, saunter, skip, run).
Sight words	Words that may not follow phonetic spelling rules, and as a result are frequently learned through sight memorization. After words have been decoded and practiced, students learn to recognize the word automatically.

Style	Adopting or assuming a distinctive manner of expression in written or verbal tasks. Style can depend on the audience and purpose of a particular text.
Summary	A shortened version of a text stating the main ideas and important details in order of the original text.
Text complexity	See Below
Text difficulty	Text difficulty is determined by the reader. What might be difficult for one person might not be difficult for another. Teachers need to consider textual features that could present challenges for a variety of students and approach the text accordingly with appropriate scaffolds and supports.
Text	A source of information, print or non-print, that provides meaning to the reader. Text may be read, viewed, or heard.
Theme	A topic of discussion or writing: a major, recurring or unifying idea that may be stated or implied in a text or texts.
Vocabulary	**Tier 1 Words**: Words that occur frequently in everyday conversation. **Tier 2 Words:** (General Academic Vocabulary): Words that are traditionally used in academic dialogue and text. Specifically, it refers to words that are not necessarily common or frequently encountered in informal conversation. General academic vocabulary consists of words that appear frequently within and across academic domains. **Tier 3 Words:** (Domain-Specific Vocabulary): Low-frequency, content-specific words that appear in textbooks and other instructional materials; for example, *apex* in math, *escarpment* in geography, and *isobar* in science. Tier 3 words also consist of words that may be infrequently used in everyday speech but may appear in literature, such as *torrid*, *hyperbolic*, or *suave*.
*Word List	**Kindergarten: K.WF.3 – Using a research-based list selected at the local level that contains irregular words and pattern based words, students will be able to spell 20 of the most frequently used words. Twenty words is a guideline and a cumulative goal.** **1st Grade: 1.WF.3 – Using a research-based list selected at the local level that contains irregular words and pattern based words, students will be able to spell 100 of the most frequently used words. One hundred words is a guideline and a cumulative goal.** **2nd Grade: 2.WF.3 – Using a research-based list selected at the local level that contains irregular words and pattern based words, students will be able to spell 200 of the most frequently used words. Two hundred words is a guideline and a cumulative goal.** **3rd Grade: 3.WF.3 – Using a research-based list selected at the local level that contains irregular words and pattern based words, students will be able to spell 500 of the most frequently used words. Five hundred words is a guideline and a cumulative goal.**

Text Complexity

Being able to read complex text independently, without help from adults or peers, and proficiently, with the ability to self-correct and fix comprehension issues as they arise, is essential for high achievement in college and the workplace. Moreover, current trends suggest that if students cannot read challenging texts with understanding—if they have not developed the skill, concentration, and stamina to read such texts—they will read less in general. In particular, if students cannot read complex expository text to gain information, they will likely turn to text-free or text-light sources, such as video, podcasts, and tweets. These sources, while not without value, cannot capture the nuance, subtlety, depth, or breadth of ideas developed through complex text. A turning away from complex texts is likely to lead to a general impoverishment of knowledge, which, because knowledge is intimately linked with reading comprehension ability, will accelerate the decline in the ability to comprehend complex texts and the decline in the richness of text itself.

Three Part Model of Text Complexity: The Arizona English Language Arts Standards use a three-part model for measuring text complexity. Teachers need to use their professional judgment as they draw on information from all three sources when determining the complexity of text.

1. **Qualitative dimensions of text complexity**. In the Standards, qualitative dimensions and qualitative factors refer to those aspects of text complexity best measured or only measurable by an attentive human reader, such as levels of meaning or purpose; structure; language conventionality and clarity; and knowledge demands.

2. **Quantitative dimensions of text complexity**. The terms quantitative dimensions and quantitative factors refer to those aspects of text complexity, such as word length or frequency, sentence length, and text cohesion, that are difficult if not impossible for a human reader to evaluate efficiently, especially in long texts, and are thus today typically measured by computer software.

3. **Reader and task considerations**. While the prior two elements of the model focus on the inherent complexity of text, variables specific to particular readers (such as motivation, knowledge, and experiences) and to particular tasks (such as purpose and the complexity of the task assigned and the questions posed) must also be considered when determining whether a text is appropriate for a given student. Such assessments are best made by teachers employing their professional judgment, experience, and knowledge of their students and the subject.

Reader and Task considerations require professional judgment based on:

- The teacher's knowledge of students as readers
- The teacher's understanding of text complexity

- The teacher's ability to use instructional supports/scaffolds
- The teacher's consideration of matching the text to the task the students are expected to complete.

Qualitative Measures

Qualitative measures serve as a necessary complement to quantitative measures, which cannot capture all of the elements that make a text easy or challenging to read and are not equally successful in rating the complexity of all categories of text. Below are brief descriptions of the different qualitative dimensions:

1. **Structure**. Texts of low complexity tend to have simple, well-marked, and conventional structures, whereas texts of high complexity tend to have complex, implicit, and (in literary texts) unconventional structures. Simple literary texts tend to relate events in chronological order, while complex literary texts make more frequent use of flashbacks, flash-forwards, multiple points of view and other manipulations of time and sequence. Simple informational texts are likely not to deviate from the conventions of common genres and subgenres, while complex informational texts might if they are conforming to the norms and conventions of a specific discipline or if they contain a variety of structures (as an academic textbook or history book might). Graphics tend to be simple and either unnecessary or merely supplementary to the meaning of texts of low complexity, whereas texts of high complexity tend to have similarly complex graphics that provide an independent source of information and are essential to understanding a text. (Note that many books for the youngest students rely heavily on graphics to convey meaning and are an exception to the above generalization.)

2. **Language Conventionality and Clarity**. Texts that rely on literal, clear, contemporary, and conversational language tend to be easier to read than texts that rely on figurative, ironic, ambiguous, purposefully misleading, archaic, or otherwise unfamiliar language (such as general academic and domain-specific vocabulary).

3. **Knowledge Demands.** Texts that make few assumptions about the extent of readers' life experiences and the depth of their cultural/literary and content/discipline knowledge are generally less complex than are texts that make many assumptions in one or more of those areas.

4. **Levels of Meaning (literary texts) or Purpose (informational texts).** Literary texts with a single level of meaning tend to be easier to read than literary texts with multiple levels of meaning (such as satires, in which the author's literal message is intentionally at odds with his or her underlying message). Similarly, informational texts with an explicitly stated purpose are generally easier to comprehend than informational texts with an implicit, hidden, or obscure purpose.

Quantitative Dimension

The quantitative dimension of text complexity refers to those aspects—such as word frequency, sentence length, and text cohesion (to name just three)—that are difficult for a human reader to evaluate when examining a text. These factors are more efficiently measured by computer programs.

Choosing a valid text-analyzer tool from second grade through high school will provide a scale by which to rate text complexity over a student's career, culminating in levels that match college and career readiness.

Reader and Task Considerations and the Role of Teachers

While the quantitative and qualitative measures focus on the inherent complexity of the text, they are balanced in the Arizona English Language Arts standards by the expectation that educators will employ professional judgment to match texts to particular tasks or classes of students. Numerous considerations go into such matching. For example, harder texts may be appropriate for highly knowledgeable or skilled readers, who are often willing to put in the extra effort required to read harder texts that tell a story or contain complex information. Students who have a great deal of interest or motivation in the content are also likely to handle more complex texts.

Key Considerations in Implementing Text Complexity

The tools for measuring text complexity are at once useful and imperfect. Each of the tools described above—quantitative and qualitative—has its limitations, and none is completely accurate. The question remains as to how to best integrate quantitative measures with qualitative measures when locating texts at a grade level. The fact that the quantitative measures operate in bands rather than specific grades gives room for both qualitative and quantitative factors to work in concert when situating texts. The following recommendations that play to the strengths of each type of tool—quantitative and qualitative—are offered as guidance in selecting and placing texts:

1. It is recommended that quantitative measures be used to locate a text within a grade band because they measure dimensions of text complexity—such as word frequency, sentence length, and text cohesion (to name just three)—that are difficult for a human reader to evaluate when examining a text. In high stakes settings, it is recommended that two or more quantitative measures be used to locate a text within a grade band for a most reliable indicator that text falls within the complexity range for that band.

2. It is further recommended that qualitative measures be used to then locate a text in a specific grade. Qualitative measures are neither grade nor grade band specific, nor anchored in college and career readiness levels. Once a text is located within a band with quantitative measures, they can be used to measure other important aspects of texts—such as levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands—to further locate a text at the high or low end of the band or to a specific grade. For example, one of the quantitative measures could be used to determine that a text falls within the grades 6-8 band level, and qualitative measures could then be used to determine whether the text is best placed in grade 6, 7, or 8.

3. There will be exceptions to using quantitative measures to identify the grade band; sometimes qualitative considerations will trump quantitative measures in identifying the grade band of a text, particularly with narrative fiction in later grades. Research showed more disagreement among the quantitative measures when applied to narrative fiction in higher complexity bands than with informational text or texts in lower grade bands. Given this, preference should sometimes be given to qualitative measures when evaluating narrative fiction intended for students in grade 6 and above. For example, some widely used quantitative measures rate the Pulitzer Prize-winning novel *Grapes of Wrath* as appropriate for grades 2–3. This counterintuitive result emerges because works such as *Grapes* often express complex ideas or mature themes in relatively commonplace language (familiar words and simple syntax), especially in the form of dialogue that mimics everyday speech. Such quantitative exceptions for narrative fiction should be carefully considered, and exceptions should be rarely exercised with other kinds of text. It is critical that in every ELA classroom students have adequate practice with literary non-fiction that falls within the quantitative band for that grade level. To maintain overall comparability in expectations and exposure for students, the overwhelming majority of texts that students read in a given year should fall within the quantitative range for that band.

4. Certain measures are less valid or not applicable for certain kinds of texts. Until such time as quantitative tools for capturing the difficulty of poetry and drama are developed, determining whether a poem or play is appropriately complex for a given grade or grade band will necessarily be a matter of qualitative assessment meshed with reader-task considerations. Furthermore, texts for kindergarten and grade 1 are still resistant to quantitative analysis, as they often contain difficult-to assess features designed to aid early readers in acquiring written language.

Reading Foundational Skills

The following material supports the Reading Standards: Foundational Skills (K-5) and Writing Standards: Foundational Skills (K-5) sections of Arizona's English Language Arts Standards.

Phoneme-Grapheme Correspondences

Consonants

Common graphemes (spellings) are listed in the following table for each of the consonant sounds. Note that the term *grapheme* refers to a letter or letter combination that corresponds to one speech sound.

*Graphemes in the word list are among the most common spellings, but the list does not include all possible graphemes for a given consonant. Most graphemes are more than one letter.

Phoneme	Word Examples	Common Graphemes (Spellings) for the Phoneme
/p/	pit, spider, stop	P
/b/	bit, brat, bubble	B
/m/	mitt, comb, hymn	m, mb, mn
/t/	tickle, mitt, sipped	t, tt, ed
/d/	die, loved	d, ed
/n/	nice, knight, gnat	n, kn, gn
/k/	cup, kite, duck, chorus, folk, quiet	k, c, ck, ch, lk, q
/g/	girl, Pittsburgh	g, gh
/ng/	sing, bank	ng, n
/f/	fluff, sphere, tough, calf	f, ff, gh, ph, lf
/v/	van, dove	v, ve
/s/	sit, pass, science, psychic	s, ss, sc, ps
/z/	zoo, jazz, nose, as, xylophone	z, zz, se, s, x
/th/	thin, breath, ether	Th
/th/	this, breathe, either	Th
/sh/	shoe, mission, sure, charade, precious, notion, mission, special	sh, ss, s, ch, sc, ti, si, ci
/zh/	measure, azure	s, z
/ch/	cheap, future, etch	ch, tch
/j/	judge, wage	j, dge, ge
/l/	lamb, call, single	l, ll, le
/r/	reach, wrap, her, fur, stir	r, wr, er/ur/ir
/y/	you, use, feud, onion	y, (u, eu), i
/w/	witch, queen	w, (q)u
/wh/	Where	wh
/h/	house, whole	h, wh

Vowels

Common graphemes (spellings) are listed in the following table for each of the vowel sounds. Note that the term *grapheme* refers to a letter or letter combination that corresponds to one speech sound.

Phoneme	Word Examples	Common Graphemes (Spellings) for the Phoneme
/ē/	see, these, me, eat, key, happy, chief, either	ee, e_e, -e, ea, ey, -y, ie, ei
/ĭ/	sit, gym	i, y
/ā/	make, rain, play, great, baby, eight, vein, they	a_e, ai, ay, ea, -y, eigh, ei, ey
/ĕ/	bed, breath	e, ea
/ă/	Cat	A
/ī/	time, pie, cry, right, rifle	i_e, ie, -y, igh, -i
/ŏ/	fox, swap, palm	o, wa, al
/ŭ/	cup, cover, flood, tough	u, o, oo, ou
/aw/	saw, pause, call, water, bought	aw, au, all, wa, ough
/ō/	vote, boat, toe, snow, open	o_e, oa, oe, ow, o-,
/oo/	took, put, could	oo, u, ou
/ū/ [oo]	moo, tube, blue, chew, suit, soup	oo, u_e, ue, ew, ui, ou
/y//ū/	use, few, cute	u, ew, u_e
/oi/	boil, boy	oi, oy
/ow/	out, cow	ou, ow
er	her, fur, sir	er, ur, ir
ar	Cart	Ar
or	Sport	Or

ə/ Schwa- A schwa sound can be represented by any vowel. The schwa is a deflated vowel in an unaccented syllable in words of more than one syllable. The deflated vowel takes on the sound of /ŭ/ or /ĭ/. The schwa can be found in 20% of the English language. Word Examples: banana \bə-ˈna-nə\, again \ə-ˈgen\.

Vowel Graphemes in the word list are among the most common spellings, but the list does not include all possible graphemes for a given vowel. Many graphemes are more than one letter.

Phonological Awareness

General Progression of Phonological Awareness Skills (Pre-K–1st Grade)

Word Awareness (Spoken Language)

Move a chip or marker to stand for each word in a spoken sentence.

The dog barks. (3)
The brown dog barks. (4)
The brown dog barks loudly. (5)

Rhyme Recognition During Word Play

Say "yes" if the words have the same last sounds (rhyme):

clock/dock (y)
red/said (y)
down/boy (n)

Repetition and Creation of Alliteration During Word Play

nice, neat Nathan
chewy, chunky chocolate

Syllable Counting or Identification (Spoken Language)

A spoken syllable is a unit of speech organized around a vowel sound.

Repeat the word, say each syllable loudly, and feel the jaw drop on the vowel sound:

chair (1) table (2) gymnasium (4)

Onset and Rime Manipulation (Spoken Language)

Within a single syllable, onset is the consonant sound or sounds that may precede the vowel; rime is the vowel and all other consonant sounds that may follow the vowel.

Say the two parts slowly and then blend into a whole word:

school	onset - /sch/;	rime - /ool/
star	onset - /st/;	rime - /ar/
place	onset - /pl/;	rime - /ace/
all	onset (none);	rime - /all/

General Progression of Phoneme Awareness Skills (K–2)

Phonemes are individual speech sounds that are combined to create words in a language system. Phoneme awareness requires progressive differentiation of sounds in spoken words and the ability to think about and manipulate those sounds. Activities should lead to the pairing of phonemes (speech sounds) with graphemes (letters and letter combinations that represent those sounds) for the purposes of word recognition and spelling.

Phoneme Identity

Say the sound that begins these words. What is your mouth doing when you make that sound?

milk, mouth, monster /m/ — The lips are together, and the sound goes through the nose.
thick, thimble, thank /th/ — The tongue is between the teeth, and a hissy sound is produced.
octopus, otter, opposite /o/ — The mouth is wide open, and we can sing that sound.

Phoneme Isolation

What is the first speech sound in this word?

ship	/sh/
van	/v/
king	/k/
echo	/e/

What is the last speech sound in this word?

comb	/m/
sink	/k/
rag	/g/
go	/o/

Phoneme Blending (Spoken Language)

Blend the sounds to make a word (Provide these sounds slowly):

/s/ /ay/	say
/ou/ /t/	out
/sh/ /ar/ /k/	shark
/p/ /o/ /s/ /t/	post

Phoneme Segmentation (Spoken Language)

Say each sound as you move a chip onto a line or sound box:

no	/n/ /o/
rag	/r/ /a/ /g/
socks	/s/ /o/ /k/ /s/
float	/f/ /l/ /oa/ /t/

Phoneme Addition (Spoken Language)

What word would you have if you added /th/ to the beginning of “ink”? (think)

What word would you have if you added /d/ to the end of the word “fine”? (find)

What word would you have if you added /z/ to the end of the word “frog”? (frogs)

Phoneme Substitution (Spoken Language)

Say “rope.” Change /r/ to /m/. What word would you get? (mope)

Say “chum.” Change /u/ to /ar/. What word would you get? (charm)

Say “sing.” Change /ng/ to /t/. What word would you get? (sit)

Phoneme Deletion (Spoken Language)

Say “park.” Now say “park” without /p/. (ark)

Say “four.” Now say “four” without /f/. (or)

Orthography

Orthography is the writing (spelling) system of a language.

Categories of Phoneme-Grapheme Correspondences

Consonant Graphemes with Definitions and Examples:

Grapheme Type	Definition	Examples
Single letters	A single consonant letter can represent a consonant phoneme.	b, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, y, z
Doublets	A doublet uses two of the same letter to spell one consonant phoneme.	ff, ll, ss, zz
Digraphs	A digraph is a two- (di-) letter combination that stands for one phoneme; neither letter acts alone to represent the sound.	th, sh, ch, wh ph, ng (sing) gh (cough) [ck is a guest in this category]
Trigraphs	A trigraph is a three- (tri-) letter combination that stands for one phoneme; none of the letters acts alone to represent the sound.	-tch -dge
Consonants in blends	A blend contains two or three graphemes because the consonant sounds are separate and identifiable. A blend is not one sound.	s-c-r (scrape) th-r (thrush) c-l (clean) f-t (sift) l-k (milk) s-t (most) and many more
Silent letter combinations	Silent letter combinations use two letters: one represents the phoneme, and the other is silent. Most of these are from Anglo-Saxon or Greek.	kn (knock), wr (wrestle), gn (gnarl), ps (psychology), rh (rhythm), -mb (crumb), -lk (folk), -mn (hymn), -st (listen)
Combination qu	These two letters, always together, usually stand for two sounds, /k/ /w/.	quickly

Vowel Graphemes with Definitions and Examples:

Grapheme Type	Definition	Examples
Single letters	A single vowel letter stands for a vowel sound.	(short vowels) cap, hit, gem, clod, muss (long vowels) me, no, music
Vowel teams	A combination of two, three, or four letters stands for a vowel.	(short vowels) head, hook (long vowels) boat, sigh, weigh (diphthongs) toil, bout
Vowel-r combinations	A vowel, followed by r, works in combination with /r/ to make a unique vowel sound.	car, sport, her, burn, first
Vowel-consonant-e (VCe)	The vowel–consonant–silent e pattern is common for spelling a long vowel sound.	gate, eve, rude, hope, five

Six Types of Written Syllable Patterns

*Consonants may be abbreviated as C.

*Vowels may be abbreviated as V.

Syllable Type	Definition	Examples
Closed	A syllable with a short vowel spelled with a single vowel letter ending in one or more consonants.	dap-ple hos-tel bev-erage
Vowel-Consonant-e (VCe) ("Magic e" or "Silent e")	A syllable with a long vowel spelled with one vowel + one consonant + silent e.	compete despite
Open	A syllable that ends with a long vowel sound, spelled with a single vowel letter.	program table recent
Vowel Team	Syllables that use two to four letters to spell the vowel.	beau-ti-ful train-er con-geal spoil-age
Vowel-r (r-controlled)	A syllable with **er**, **ir**, **or**, **ar**, or **ur** Vowel pronunciation often changes before /r/.	in-jur-ious con-sort char-ter
Consonant-le	An unaccented final syllable containing a consonant before /l/ followed by a silent e.	dribble beagle little

Three Useful Principles for Chunking Longer Words into Syllables

1. VC-CV: Two or more consonants between two vowels. When syllables have two or more adjacent consonants between them, we divide between the consonants. The first syllable will be closed (with a short vowel).

   sub-let nap-kin pen-ny emp-ty

2. V-CV and VC-V: One consonant between two vowels.

   a) First try dividing before the consonant. This makes the first syllable open and the vowel long. This strategy will work 75 percent of the time with VCV syllable division.

   e-ven ra-bies de-cent ri-val

   b) If the word is not recognized, try dividing after the consonant. This makes the first syllable closed and the vowel sound short. This strategy will work 25 percent of the time with VCV syllable division.

   ev-er rab-id dec-ade riv-er

3. Consonant blends usually stick together. Do not separate digraphs when using the first two principles for decoding.

   e-ther spec-trum se-quin

Morphemes Represented in English Orthography

Examples of Inflectional Suffixes in English

Inflection	Example
-s plural noun	I had two eggs for breakfast.
-s third person singular verb	She gets what she wants.
-ed past tense verb	We posted the notice.
-ing progressive tense verb	We will be waiting a long time.
-en past participle	He had eaten his lunch.
‘s possessive singular	The frog’s spots were brown.
-er comparative adjective	He is taller than she is.
-est superlative adjective	Tom is the tallest of all.

Examples of Derivational Suffixes in English

Derivational suffixes, such as -ful, -ation, and -ity, are more numerous than inflections and work in ways that inflectional suffixes do not. Most derivational suffixes in English come from the Latin layer of language. Derivational suffixes mark or determine part of speech (verb, noun, adjective, or adverb) of the suffixed word. Suffixes such as -ment, -ity, and -tion turn words into nouns; -ful, -ous, and -al turn words into adjectives; -ly turns words into adverbs.

nature (n. — from nat, birth)
natural (adj.)
naturalize (v.)
naturalizing (v.)
naturalistic (adj.)

permit (n. or v.)
permission (n.)
permissive (adj.)
permissible (adj.)
permissibly (adv.)

Arizona's English Language Arts Standards

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