

Tenth Grade Alignment of USOE English Language Arts Core to Common Core

There are two comparisons in this document. One compares the Common Core to the Utah Core, and the other compares the Utah Core to the Common Core. This provides a search function for each way of comparing.

Abbreviations Used

UC Utah Core

Std Standard
Obj Objective
Ind Indicator

Example

1012a = 10th Grade, Standard 1(Reading), Objective 2 (Comprehension of Informational Text), Indicator a (Analyze the purpose of external text features in a variety of electronic texts)

CC Common Core

RL Reading Standards for Literature (Common Core)
RI Reading Standards for Informational Text (Common Core)
RF Reading Standards: Foundational Skills (Common Core)
W Writing Standards (Common Core)
SL Speaking and Listening (Common Core)
L Language Standards

RH Reading Standards for Literacy in History/Social Studies 6-12

RST Reading Standards for Literacy in Science and Technical Subjects 6-12

WHST Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

Example

9-10W1d = 9-10 Grade Band, Writing strand, Standard 1 (Write arguments to support claims), Indicator d (Establish and maintain a formal tone).

Introduction to the Tenth Grade

Written by the Tenth Grade Common Core Statewide teacher Team

Unlike the Utah Core, which is organized by specific grade levels, the Common Core is broken into bands of multiple grades. The ninth and tenth grades are banded together in the new core. Additionally, there are four separate strands on the new Common Core: Reading, Writing, Speaking and Listening, and Language. Some of these areas will require more adjustment to our current teaching practices than others. In general, the Common Core is less prescriptive and more holistic than the Utah Core.

Reading

In the reading area, there are more similarities than differences between the Utah Core and the Common Core. This will require teachers to change some of their current lessons, but not totally recreate their curriculum.

Some of the main similarities between the Utah Core and the Common Core are as follows:

- Both discuss deriving meaning from text.
- Both evaluate texts for reliability.
- Both teach connotation/denotation.
- Both use context clues to determine meaning.
- Both focus on the acquisition of vocabulary.

Some of the differences are these:

- Text complexity is more of an emphasis in the Common Core.
- Close reading and deeper analysis is emphasized in Common Core.
- The Common Core has an increased emphasis on informational text.
- Both address vocabulary, but Utah Core is more specific.
- The Utah Core focuses on setting, and Common Core focuses on characterization.

Some of the gaps teachers may need to address are close reading and analysis, and increased text complexity. Scaffolding of skills will be required because of the changes to the core.

Writing

Although there are some similarities between the two cores in the writing strand, it will definitely require significant adjustment to current lesson plans. The Common Core addresses three different types of writing: narrative, explanatory, and argumentative; whereas the Utah Core addresses only persuasive.

Some of the main similarities between the Utah Core and the Common Core are as follows:

- Both discuss developing topics.
- Both require the use of precise language.
- Both direct the use of the research process.
- Both incorporate the writing process.
- Both include editing and conventions.

Some of the differences are these:

- The Common Core focuses on argumentation rather than persuasion.
- The Common Core breaks down the elements of argumentation.
- The Common Core emphasizes style of writing.
- The Utah Core is built around six-trait writing system.
- There is more emphasis on technology in the process of writing and publishing in the Common Core.
- There is a specific requirement for a research project in Common Core.
- The use of rhetoric is a focus in the Common Core.

Some of the gaps teachers may need to address are argumentative writing, types of narration, narrative writing, the use of technology for production of writing, points of view, and sequencing.

Speaking and Listening

The Utah Core does not have a specific speaking and listening strand, though currently many teachers incorporate speaking and listening into their lessons.

Some of the main similarities between the Utah Core and the Common Core are as follows:

- Both require students to anticipate and answer questions.
- Both discuss making connections.
- Both suggest using multi-media sources.

One main difference is this:

- **The Common Core emphasizes deeper, student-led, discussion.**

The main gap teachers may need to address is the change from student presentations to student-driven discussion.

Language

Most of the objectives from the language strand of the Common Core are addressed in the Utah Core, but are imbedded within the reading and writing standards. The Common Core centralizes these elements into one strand.

Some of the main similarities between the Utah Core and the Common Core are as follows:

- **Both require teachers to teach conventions.**
- **Both incorporate knowledge of language.**
- **Both direct the teaching of figurative language.**

Some of the differences are these:

- **The Utah Core specifies grade-specific roots and commonly confused words.**
- **The Common Core mentions following a specific style manual.**
- **In vocabulary acquisition, the Common Core requires that students look at reference materials and patterns of word changes that indicate different meanings or parts of speech, interpret figures of speech, analyze nuances, and use domain-specific vocabulary.**
- **The Common Core contains specific reference to different types of clauses and phrases that need to be analyzed.**

Some of the gaps teachers may need to address are vocabulary acquisition, the use of academic language, and the focus on independent acquisition of knowledge.

Overall, the Common Core has more emphasis on independent, student-driven learning; therefore, inquiry is integrated into all strands of the Common Core, rather than standing alone. It is more rigorous and academically challenging than the Utah Core, thus promoting life-long learning.

Thanks to the Tenth Grade Common Core Statewide Teacher Team

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Process for committee selection: In October 2010 USOE requested that each district nominate teachers and other curriculum specialists or instructional coaches to represent each district, grades K-12. Nominees were selected by USOE based on their expertise and a broad state representation. The committee met for three days in the fall of 2010 in grade level teams to develop the Common Core Alignment document. They also made recommendations for the content of the Common Core Academy and the ongoing Professional Development for teachers in their respective grade level.

One resource for Instructional Units: Common Core curriculum maps for each grade have been designed by teachers for teachers and are available in draft form on the following website: <http://commoncore.org/maps/index.php>

Tenth Grade Utah Core to Common Core English Language Arts Alignment							10th GRADE
Tenth Grade Utah Core		9-10 Common Core					
		Location(s) in Common Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
Std 1	(Reading): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.						
Obj 1	(Word Analysis, Vocabulary Development): Determine word meaning through word parts, definitions, and context clues.	9-10L4 9-10L4a 9-10L4c		X			CC is more specific and implements the use of reference materials.
	a .Analyze the meaning of words using knowledge of roots	9-10L4 9-10L4c			X		CC suggests “choosing flexibly form a range of strategies” and “clarify its etymology.”
	b. Evaluate the effects of connotation in text (e.g., bias, point-of-view, emotion).	9-10L5b	X				CC requires “analyz[ing] nuances in the meaning of words with similar denotations.”
	c .Determine word meaning through context clues: analogy and contrast/antonym.	9-10L4a	X				
	d. Distinguish between commonly confused words (i.e., affect/effect; between/among; either/ neither; fewer/less; good/well; irregardless/regardless; waste, waist).	9-10L4b 9-10L5			X		CC discusses “patterns of word changes” and “word relationships” but it is a weak connection.
Obj 2	(Comprehension of Informational Text): Comprehend and evaluate informational text (i.e., web pages, essays, nonfiction articles, work place and consumer documents, electronic text).			X			CC spells out in detail how to comprehend and evaluate, but never uses those words.
	a. Analyze the purpose of external text features in a variety of electronic texts (e.g., web pages, essays, nonfiction articles, work place and consumer documents).					X	
	b. Analyze the function of multiple internal text	9-10LRI2		X			CC breaks this vague topic down into

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	structures in a single text.	9-10LRI3 9-10LRI5					analyzing the development of a central idea, unfolding an analysis and how an author's ideas or claims are developed and defined.
	c. Use explicit and implicit information to arrive at conclusions.	9-10RI1	X				
	d. Evaluate text for reliability and accuracy.	9-10RI8	X				
Obj 3	(Comprehension of Informational Text): Comprehend literature by recognizing the use of literary elements across genres and cultures.			X			CC is more detailed with theme analysis, but less detailed with specific figurative language techniques.
	a. Examine the similarities and differences between oral and written narratives.					X	
	b. Understand the uses of character development in conveying theme in literary works.	9-10RL3	X				
	c. Analyze themes in literature and their connection to politics, history, culture, and economics.	9-10RL2		X			CC discusses the development of a theme but does not encourage a historical, political, etc. connection.
	d. Evaluate setting as it contributes to characterization, plot, or theme.					X	Not specific to setting.
	e. Analyze the use of simile, metaphor, pun, irony, symbolism, allusion and personification.	9-10L4 9-10L5	X				
	f. Compare poetry on different topics from various cultures and times.	9-10RL10		X			CC does not reference various cultures.
Std 2	Standard 2 (Writing): Students will write informational and literary text to reflect on and recreate experiences, to report observations, and to persuade others.						
Obj 1	(Writing to Learn): Interpret and analyze ideas and perspectives to clarify thinking through writing.	9-10W7		X			CC suggests answering a self-generated question through research. This implies a writing-to-learn approach, though it is

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Tenth Grade Utah Core		9-10 Common Core					
		Location(s) in Common Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
							not specifically stated.
	a .Analyze varied ideas and opposing opinions.	9-10W1a 9-10W8		X			CC discusses opposing claims and establishing relationships among claims. CC suggests gathering information from multiple sources.
	b. Analyze facts, events, or ideas to create meaning.	9-10W9 9-10W1 9-10W1e		X			CC suggests drawing evidence to support analysis, reflection and research. Doesn't specifically mention creating meaning, but it is implied.
	c .Identify and analyze connections: text-to-self, text-to-text, text-to-world.	9-10W1			X		CC discusses providing a relationship between texts, but does not address text-to-self or text-to-world connection.
Obj 2	Write to persuade others. Emphasize persuasive compositions. (Students should use the entire writing process to produce at least one extended piece per term, not necessarily limited to the type of writing emphasized at individual grade level).	9-10W1			X		CC focuses on argumentative writing rather than persuasive.
	a. Experiment with varied forms of writing (e.g., memos, letters, reports, essays, brochures).					X	CC has argumentative, narrative, and explanatory writing, but says nothing about memos, letters, etc.
	b. Support arguments with personal experience, detailed evidence, examples and reasoning.	9-10W1 9-10W1b		X			CC does not mention personal experience, but rather, focuses on reasoning and relevant and sufficient evidence.
	c. Use persuasive strategies including appeals to logic, emotion and ethics.	9-10W1			X		CC does not bring in the three types of appeals. It focuses on reasons and

Tenth Grade Utah Core		9-10 Common Core					Notes
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							evidence.
Obj 3	(Revision and Editing): Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency, and conventions.	9-10L1 9-10L2 9-10W4 9-10W5			X		CC asks students to revise writing, but doesn't focus on the six traits.
	a. Evaluate and revise for:	9-10W1 9-10W1b		X			CC does not mention personal experience, but rather, focuses on reasoning and relevant and sufficient evidence.
	<ul style="list-style-type: none"> Ideas: Adequate support of ideas (e.g., quotations, facts, examples, anecdotes, and excerpts). 	9-10W1			X		CC has students develop ideas, but doesn't specifically have them revise for those ideas.
	<ul style="list-style-type: none"> Organization: Control of organizational elements in multiple paragraph texts (e.g., thesis, details, leads, conclusions, and transitions). 	9-10W2c			X		CC mentions transitions, conclusions, etc., but doesn't specifically mention revising for those ideas.
	<ul style="list-style-type: none"> Voice: Correct use of active and passive voice. Appropriate voice for specific audiences. 	9-10W4			X		CC does not specifically mention passive and active voice. Addressing a specific audience is mentioned.
	<ul style="list-style-type: none"> Word Choice: Specific word choice for different audiences and purposes. 	9-10W3d			X		CC mentions using precise words and phrases.
	<ul style="list-style-type: none"> Fluency: Rhythm created through sentence construction (i.e., parallel sentence structure). 	9-10L1a		X			Parallel structure
	b. Edit for conventions:						
	<ul style="list-style-type: none"> Correct grade level spelling. 	9-10L2c	X				
	<ul style="list-style-type: none"> Correct use of commas to set off appositives. 	6L2a			X		CC doesn't specifically mention

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		Location(s) in Common Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
							appositives.
	<ul style="list-style-type: none"> Correct subject/verb agreement. 	3L1f	X				
	<ul style="list-style-type: none"> Correct sentence construction (i.e., fragments, run-ons). 	9-10L1		X			CC discusses demonstrating command of conventions.
	<ul style="list-style-type: none"> Correct placement of modifiers. 	9-10L1b		X			CC mentions various types of clauses and phrases, which would include modifiers.
	<ul style="list-style-type: none"> Correct capitalization for abbreviations (e.g., Ph.D.) or letters that stand alone (e.g., U-turn, I-beams). 	9-10L2	X				
	<ul style="list-style-type: none"> Correct formation of possessives. 					X	CC doesn't specifically mention possessives.
	<ul style="list-style-type: none"> Correct use of semi-colon. 	9-10L2a	X				
Std 3	(Inquiry): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.						
Obj 1	(Process of Inquiry): Use the process of inquiry to problem-solve and deepen understanding.	9-10W7	X				CC includes research process and synthesis.
	a. Formulate questions that expose problems and explore issues.	9-10W7	X				CC answers questions and solves problems.
	b. Analyze information to determine relevance to questions.	9-10W8 9-10W9	X				CC across "usefulness" of each source; draws evidence to support analysis
	c. Evaluate the accuracy and relevance of information that reflects multiple points of view.	9-10W8 9-10W9	X				
	d. Evaluate, use, and cite electronic and non-electronic sources (e.g., internet, interviews, media sources).	9-10W8 9-10W9	X				
Obj 2	(Written Communication of Inquiry) Write to synthesize information to solve a problem or to deepen understanding.	9-10W7 9-10W8	X				

Tenth Grade Utah Core to Common Core English Language Arts Alignment **10th GRADE**

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		Location(s) in Common Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
	a .Select a format to synthesize information.	9-10W7	X				
	b. Gather and synthesize information to solve a problem or deepen understanding.	9-10W7 9-10W8	X				
	c. Support synthesis of information using paraphrase, summary or quotations.	9-10W7		X			CC is more general
	d. Use informal and formal citations to support inquiry.	9-10W8	X				
Obj 3	(Oral Communication of Inquiry): Plan and present orally using techniques appropriate to audience and purpose.				X		CC does not include reference to audience questions or preparation for answers.
	a. Determine audience and purpose for oral presentations (e.g., to inform, to persuade, to entertain).	9-10SL4 9-10SL6	X				
	b. Anticipate audience questions and prepare to respond.					X	
	c. Respond effectively to audience questions and feedback.					X	
	d. Present orally using visual aids/technology for support.	9-10SL5	X				

Common Core State Standards

Excerpted from the Introduction to the Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects pp.3-7, <http://www.corestandards.org/>

Led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), the present work builds on the foundation laid by states in their decade-long work on crafting high-quality education standards. The Standards are (1) research and evidence based, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked. A particular standard was included in the document only when the best available evidence indicated that its mastery was essential for college and career readiness in a twenty-first century, globally competitive society.

By emphasizing required achievements, the Standards leave room for teachers, curriculum developers, and states to determine how those goals should be reached. Thus, the Standards do not mandate such things as a particular writing process or the full range of metacognitive strategies that students may need to monitor and direct their thinking and learning. Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards.

The Standards insist that instruction in reading, writing, speaking, listening and language be a shared responsibility within the school. The grades 6-12 standards are divided into two sections, one for ELA and the other for history/social studies, science and technical subjects. The division reflects the unique, time-honored place of ELA teachers in developing students' literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well.

Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content. Students who are college and career ready demonstrate independence, build strong content knowledge, comprehend as well as critique, value evidence, use technology and digital media strategically, understand other perspectives and cultures, and respond to the varying demands of audience, task, purpose, and academic disciplines (p.7)

Note: The three appendices on the Common Core website are critical to understanding the implications of the Common Core Standards for teaching and learning: A (Supporting Research); B (Text Exemplars and Sample Performance Tasks) and C (Samples of Student Writing).

Tenth Grade Analysis of 9-10 Common Core to 10th Grade Utah English Language Arts Core							
Grade 9-10 Common Core			Tenth Grade Utah Core				
		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
READING STANDARDS FOR LITERATURE (GRADE 9-10)							
RL	KEY IDEAS AND DETAILS (GRADE 9-10)						
9-10RL1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1011c 1211c		X			10 th UC discusses determining meaning through context clues; no other mention of analysis or textual evidence. 12 th UC has a strong match.
9-10RL2	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.	1013b,c,d		X			No real coverage of development of theme or summaries in UC.
9-10RL3	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.	1013b,d		X			Character development and theme are covered on the UC, as well as the connection among setting, characterization, theme and plot.
RL	CRAFT AND STRUCTURE (GRADE 9-10)						
9-10RL4	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 (e.g., how the language evokes a sense of time and place; how it sets a formal or informal	1011a,b,c,e		X			UC covers figurative language, using roots to determine meaning, and connotation. All of these fit in with the CC content.

Tenth Grade Analysis of 9-10 Common Core to 10th Grade Utah English Language Arts Core							
Grade 9-10 Common Core		Tenth Grade Utah Core					
		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
	tone).						
9-10RL5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	1012c			X		Very weak in UC. Multiple text structures are covered, but specific structures are not.
9-10RL6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	1013c 1113b,d 1213b,c,d		X			Weak on 10 th UC – Themes are related to culture in UC, but no analysis. 11 th UC analyzes culture as an element of setting, as well as including character traits related to culture. 12 th UC implies analysis of culture, but is not specific.
RL	INTEGRATION OF KNOWLEDGE AND IDEAS (GRADE 9-10)						
9-10RL7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g. Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	1013f				X	Very weak in UC. Comparison aspect is there, regarding texts only, but not different mediums. Some professional development for teachers would be helpful.
9-10RL8	Not applicable to literature						
9-10RL9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	1013e				X	No real analysis on UC. No transformation. Allusion is covered, however. Professional development in this area

Tenth Grade Analysis of 9-10 Common Core to 10th Grade Utah English Language Arts Core							
Grade 9-10 Common Core			Tenth Grade Utah Core				
		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
							would be helpful.
RL	RANGE OF READING AND LEVEL OF TEXT COMPLEXITY (GRADE 9-10)						
9-10RL10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	1013		X			UC does not specifically mention text complexity, but does deal with multiple genres.
READING STANDARDS FOR INFORMATIONAL TEXT (GRADE 9-10)							
RI	KEY IDEAS AND DETAILS (GRADE 9-10)						
9-10RI1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1212c	X				Strong on 12 th UC.
9-10RI2	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.	1012c				X	UC talks about arriving at conclusions about the text, which could include central idea. No details, summary, or central idea is specifically mentioned.
9-10RI3	Analyze how the author unfolds 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.	1012b			X		Text structures are mentioned, but no evaluation is in the UC. Professional development would be helpful.

Tenth Grade Analysis of 9-10 Common Core to 10th Grade Utah English Language Arts Core							
Grade 9-10 Common Core		Tenth Grade Utah Core					
		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
RI	CRAFT AND STRUCTURE (GRADES 9-10)						
9-10RI4	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 (e.g., how the language of a court opinion differs from that of a newspaper).	1011a,b,c,e		X			Connotation, finding meaning through roots and context, and figurative language are mentioned in UC.
9-10RI5	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).					X	Not present in UC Professional development in close reading would be helpful.
9-10RI6	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.	1013e 1012d			X		Not really present in UC. Point of view could be covered (in part) by analysis of reliability. Rhetorical devices in UC are not tied to purpose. Professional development.
RI	INTEGRATION OF KNOWLEDGE AND IDEAS (GRADES 9-10)						
9-10RI7	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.	102			X		In UC, neither different mediums nor details are mentioned. Comparison of texts is present, however.
9-10RI8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient;	1012d	X				Strong match – CC is written in more detail, but covers same material.

Tenth Grade Analysis of 9-10 Common Core to 10th Grade Utah English Language Arts Core							
Grade 9-10 Common Core			Tenth Grade Utah Core				
		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
	identify false statements and fallacious reasoning.						
9-10RI9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.					X	Not present in UC.
RI	RANGE OF READING AND LEVEL OF TEXT COMPLEXITY (GRADES 9-10)						
9-10RI10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	1012			X		UC for 10 th grade focuses on electronic texts, rather than literary nonfiction.
WRITING STANDARDS GRADE 8: THREE TYPES – 1) argument; 2) informative/explanatory; 3) Narrative							
W	TEXT TYPES AND PURPOSES (GRADE 9-10)						
9-10W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	1022		X			UC focuses on pieces; CC focuses more on the final outcome. UC focuses on persuasion, not argumentation.
9-10W1a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and	1022b			X		UC support mentioned, but not opposing

Tenth Grade Analysis of 9-10 Common Core to 10th Grade Utah English Language Arts Core

Grade 9-10 Common Core	Tenth Grade Utah Core					
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		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
	create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.						claims, counter claims, etc.
9-10W1b	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.	1022				X	In UC no mention of counterclaims, strengths, and limitations.
9-10W1c	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.	1023a (Organization)			X		UC mentions transitions under organization, yet there are no further details.
9-10W1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	1023a,b	X				UC breaks down voice, 6-traits, and includes a separate section detailing conventions.
9-10W1e	Provide a concluding statement or section that follows from and supports the argument presented.	1023a			X		UC mentions conclusions under organization.

Tenth Grade Analysis of 9-10 Common Core to 10th Grade Utah English Language Arts Core

Grade 9-10 Common Core		Tenth Grade Utah Core					Notes
		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	
9-10W2	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.	1021			X		UC emphasizes reflection, recreation, and reporting. Emphasis on expository writing in UC grade 11.
9-10W2a	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.	1021 1122a			X		UC 11 th grade discusses “organizational pattern.” UC 11 th does mention “analyze ideas,” nothing on formatting, graphs, multi-media.
9-10W2b	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.	1022b 1122b		X			UC emphasizes experience (persuasion). UC 11 th grade discusses “provid[ing] detailed evidence and examples to substantiate arguments.”
9-10W2c	Use appropriate and varied transitions to link the major sections of the text, create	1023a			X		UC mentions as part of the organization—

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	cohesion, and clarify the relationships among complex ideas and concepts.						simply lists.
9-10W2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	1011 1023a 1223a		X			UC mentions in reading—6 traits—word choice UC 12 th grade requires “words particular to the topic supported within the text for ease of understanding.”
9-10W2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	1023a,b	X				UC breaks down voice, 6-traits, with separate section detailing conventions.
9-10W2f	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).	1023a,b 1121a			X		UC mentions “conclusions” under organization. UC 11 th grade mentions using conclusions to recommend action.
9-10 W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	102 1022b			X		UC states: “Literary text to reflect and recreate experiences.”

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9-10W3a	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.					X	UC no reference to introduction, points of view, narrator, or smooth progression.
9-10W3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.					X	
9-10W3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.					X	
9-10W3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	1023			X		UC makes a brief mention of word choice and sentence fluency.
9-10W3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	1023			X		UC makes a brief mention of conclusions (under organization).
W : PRODUCTION AND DISTRIBUTION OF WRITING (GRADES 9-10)							
9-10W4	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.)	1023a			X		UC makes a brief mention of organization and style and audience (under voice).
9-10W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or	1022	X				UC 2.2-writing process at least one term

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	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 on page 54.)	102					(does not spell out the process) UC 2.3-Detailed revisions and editing section
9-10W6	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.	1033d			X		UC makes reference to “use technology for support.”
W: RESEARCH TO BUILD AND PRESENT KNOWLEDGE (GRADES 9-10)							
9-10W7	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.	1031a 1032b,c	X				UC states: “Formulate questions.” “UC states: “Gather and synthesize information.”
9-10W8	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	1031b 1031c		X			UC makes heavy references to relevance of citations, yet no explanation of plagiarism.

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	of ideas, avoiding plagiarism and following a standard format for citation.						
9-10W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	1031b 1032b		X			UC does not specify literacy or informational.
9-10W9a	Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).					X	UC mentions allusion, but no mention of transforming.
9-10W9b	Apply grades 9–10 Reading standards to literary nonfiction (e.g., “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”).	1031c	X				UC states: “Evaluate the accuracy and relevance of information”
W: RANGE OF WRITING (GRADES 9-10)							
9-10W10	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.	1022			X		UC states: “One extended piece per term.”

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SPEAKING AND LISTENING STANDARDS: GRADES 9-10							
SL	COMPREHENSION AND COLLABORATION (GRADES 9-10)						
9-10SL1	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.					X	<ul style="list-style-type: none"> This has been a teaching method for many teachers, but has not been required of students. How would this be assessed? The current standard addresses the idea of discussions in different contexts, but the objectives focus mainly on presentations.
9-10SL1a	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.	1012 1021 1022b 10313	X		X X		<ul style="list-style-type: none"> Utah Core Standard 1 and 2 (UC 1,2) does imply that students read and draw conclusions. UC 3 comes closer to the CCRS as students are asked to participate in oral communication.
9-10SL1b	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	103		X			<ul style="list-style-type: none"> Although there is reference to understanding the process of seeking and giving information in conversation and group discussions, the UC does not address the individual responsibility for decision goals and deadlines
9-10SL1c	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,	1012 10212 10313	X		X X		<ul style="list-style-type: none"> UC 1-2 requires students to comprehend and evaluate, but not communicate conclusions. UC 2-1,2 requires the same skills as mentioned in UC 1-2 as it relates to

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	or challenge ideas and conclusions.						<ul style="list-style-type: none"> writing. UC 3-1,3 is a strong match, except it does not require students to draw others into a discussion as specified in CCRS.
9-10SL1d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	1031,2,3		X			<ul style="list-style-type: none"> UC 3 does not explicitly state the intended outcome of questioning, responding, and adjusting of position when new information is shared, as does CCRS.
9-10SL2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	1012 1021,2 1031,3	X		X		<ul style="list-style-type: none"> UC 1-2 requires students to evaluate texts, but does not focus on the credibility and accuracy, as does CCRS. UC 2-1,2 asks students to analyze and support their ideas. UC 3-1,3 combined, achieves nearly a perfect match to CCRS.
9-10SL3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	1022 1031		X	X		<ul style="list-style-type: none"> UC 2-2 requires that students learn how to use rhetorical devices such as logic, motion, and ethics; however, the CCRS asks students to evaluate rhetorical devices used by others. UC 3-1 asks students to evaluate the accuracy and relevance of information in group discussions.

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SL	PRESENTATION OF KNOWLEDGE AND IDEAS (GRADES 9-10)						
9-10SL4	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.	1023 1033	X	X			<ul style="list-style-type: none"> UC 2-3 teaches students organizational skills and development of ideas as part of the writing process. UC 3-3 infers that students must organize and develop their ideas before being able to present effectively.
9-10SL5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	1033		X			<ul style="list-style-type: none"> The differences in UC 3-3 and CCRS include specifying digital media for the purpose of enhancing understanding and interest.
9-10 SL6	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 on pages 54 for specific expectations.)	1023 1033		X	X		<ul style="list-style-type: none"> UC 2-3 implies that students revise and edit in order to strengthen appropriate voice and word choice, for a specific audience. UC 3-3 requires students to use techniques appropriate to audience and purpose, but does not specifically mention formal English.
LANGUAGE STANDARDS GRADE 9-10							
L	CONVENTIONS OF STANDARD ENGLISH (GRADES 9-10)						
9-10L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1023b		X			

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9-10L1a	Use parallel structure.	1023a; 1123a	X				<ul style="list-style-type: none"> Also in the 11th Grade
9-10L1b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	1023b			X		<ul style="list-style-type: none"> No reference to specific phrase types, but there is reference to misplaced modifiers. UC 2-3 does not encourage the use of different types of sentence construction.
9-10L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	1023b	X				
9-10L2a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	1023b	X				
9-10L2b	Use a colon to introduce a list or quotation.	923b	X				
9-10L2c	Spell correctly.	1023b	X				<ul style="list-style-type: none"> UC provides for this in all grades
L	KNOWLEDGE OF LANGUAGE (GRADES 9-10)						
9-10L3	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.	101 1023a			X X		<ul style="list-style-type: none"> UC 1 asks students to look at language in literature. UC 2 does partially cover this in 6-trait writing.
9-10L3a	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and	1023d			X		<ul style="list-style-type: none"> No direct reference to guidelines of style.

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Grade 9-10 Common Core			Tenth Grade Utah Core				
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	writing type.						
L	VOCABULARY ACQUISITION AND USE (GRADES 9-10)						
9-10L4	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.	1011		X			<ul style="list-style-type: none"> UC matches very closely, yet does not allow for the flexibility as in the CCRS.
9-10L4a	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.	1011c		X			<ul style="list-style-type: none"> The UC breaks this objective down into specific skill sets associated with grade levels; whereas, the CCRS addresses the whole application of content clues.
9-10L4b	b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).					X	
9-10L4c	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.					X	<ul style="list-style-type: none"> The UC requires students to memorize a set of root words, prefixes, or suffixes, but does not emphasize teaching students how to find this information.
9-10L4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	1011c 1111c		X X			<ul style="list-style-type: none"> The UC covers the skill of context clues but does not emphasize the use of outside sources, such as a dictionary.
9-10L5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	101 1013e	X				<ul style="list-style-type: none"> This standard is covered among the UC 9-12 grade standards.

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Grade 9-10 Common Core		Tenth Grade Utah Core					Notes
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9-10L5a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.					X	
9-10L5b	b. Analyze nuances in the meaning of words with similar denotations.					X	
9-10L6	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.					X	