

Ninth 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

912a = 9th Grade, Standard 1(Reading), Objective 2 (Comprehension of Informational Text), Indicator a (Analyze the purpose of external text features in a variety of informational 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 Ninth Grade

Written by the Ninth Grade Common Core Statewide Team

You are about to embark on a journey of teaching students how to think and articulate. Here is a basic overview to facilitate your work as you transition from the Utah Core (UC) to the Common Core (CC).

1. The Common Core organizes the ninth and tenth grade in a band (noted as 9-10).
2. The organization is different:
 - The Utah Core has three standards—Reading, Writing, Inquiry
 - The Common Core has four strands —Reading, Writing, Speaking/Listening, and Language
 1. Reading has two categories, acknowledging the different skill sets to effectively read each a wide range of texts:
 - Reading Literature (RL): The objectives cover a comprehensive approach to the analysis of literature
 - Reading Informational Text (RI): The objectives address the need for lifelong learners to identify not only key ideas of text but also to think about all aspects that could be argued, i.e. fallacious reasoning, point of view, claims, and evidence.
 2. Writing (W): focuses on three types: 1) argument, 2) informative/explanatory, 3) narrative
 - Argument: reasoning and evidence need to support the claims.
 - Informative/Explanatory: writing to examine a topic and convey ideas and information.
 - Narrative: writing to develop real or imagined experiences or events.
 3. Speaking and Listening (SL) — back in the core
 - Discussion and collaboration are critical.
 - Ninth grade includes more than interviews.
 - Students are expected to listen and respond thoughtfully.
 - Integrate, collaborate, qualify, propel, incorporate, evaluate are just a few of the verbs to implement in your classroom.
 - Presentations put students on stage using a variety of technology and forums.
 4. Language (L): Conventions (grammar, usage, mechanics), Knowledge of language (context and format), Vocabulary Acquisition and Use
 - Parallel structure, phrases and clauses are the ninth grade emphasis.
 - The CC requires correct capitalization, punctuation, and spelling (covered in earlier levels).
 - Focus on the colon and semi-colon in teaching punctuation.
 - Lifelong learners need skills to understand vocabulary in all its aspects (use of dictionary, thesaurus and digital reference materials to teach pronunciation).

- Connotation and denotation: recognizing word nuances is key.
- Using contractions, jargon, and idiomatic expressions as well as appropriate levels of diction for any given situation.
- Figurative language is taught on all levels.

Thanks to the Ninth Grade Common Core Statewide Teacher Team

Monica Bramall

JoLyn Chappell

Jill Flamm

Kristin Fink

Erin Hensel

Janice Johnson

Kaylene Johnson

Carolyn Taylor

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>

Ninth Grade Utah Core		9-10 Common Core					Notes
		Location(s) in Common Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	
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.	9-10 RL 10 9-10 RI 4		x x			Vocabulary skills are largely embedded in the texts for reading. 9th Utah Core (UC) specifies the vocabulary to be developed through root study.
	a. Analyze the meaning of words using knowledge of roots	9-10 RL 10 9-10 RI 4			x		
	b. Distinguish between the connotative and denotative meanings of words.	9-10 RL 10 9-10 RI 4			x		
	c. Determine word meaning using sentence structure (e.g., parts of speech, grammatical structures).	9-10 RL 10 9-10 RI 4			x		
	d. Distinguish between commonly confused words (i.e., accept/except; advise/advice; council/counsel councilor/counselor; principal/principle; peace/piece; than/then; weather/whether; who/which/that; who's/whose).	9-10 RL 10 9-10 RI 4			x		
Obj 2	(Comprehension of Informational Text): Comprehend and evaluate informational text (i.e., persuasive essays, newspapers, magazines, encyclopedias, maps, schedules).	9-10 RI 1			x		9 th UC focuses on comprehending and evaluating informational text through examination of purpose and structure. Common Core (CC) builds proficiency in utilizing informational texts strategically rather than focusing on text types. (e.g., textbooks, advertisements, posters, graphs, charts, maps, schedules, product instructions, compare/contrast, cause/effect, etc.) Reading Informational (RI) Standard in CC is more comprehensive in understanding and

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Ninth Grade Utah Core		9-10 Common Core					Notes
		Location(s) in Common Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	
							analyzing all text structures.
	a. Analyze the purpose of external text features in a variety of informational texts (e.g., textbooks, advertisements, posters, graphs, charts, maps, schedules, product instructions).					x	
	b. Comprehend text using internal text structures and their appropriate cue words and phrases (i.e., cause/effect, problem/solution).	9-10 RL 5 9-10 RI 1, 2, 3		x			Although 9th UC breaks down the text structure into cause/effect and problem/solution, the CC addresses text structure in both the Literature and Informational Standards.
	c. Infer meaning from implicit information in text.	9-10 RL 1			x		
	d. Distinguish relevant from interesting information.	9-10RL 4			x		CC implies these connections.
Obj 3	(Comprehension of Literary Text): Comprehend literature by analyzing literary elements with a work.	9-10 RL 1 9-10 RL 5		x			
	a. Describe how conflict, character and plot work together.	9-10 RL 3		x			
	b. Explain how character is developed through implication and inference.	9-10 RL 3		x			
	c. Relate themes in literary works to real-life events.	9-10 RL 2		x			
	d. Analyze how setting contributes to characterization, plot, or theme.	9-10 RL 5 9-10 RL 6				x	CC analyzes setting within cultural experiences.
	e. Interpret figurative language in literature (i.e., simile, metaphor, personification, hyperbole, and symbolism).	9-10 RL 4					
	f. Identify the speaker in a poetic text.	9-10 RL 10				x	CC includes poetry.
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): Compare multiple ideas and perspectives	9-10W1c			x		Although 9th UC is specific about using

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	to extend thinking through writing.	9-10W2 9-10W10 9-10 RL 7			x		writing to learn and persuade, CC addresses writing more comprehensively.
	a. Compare/contrast significant or essential ideas, facts, or events.	9-10W1c 9-10W2a			x		
	b. Distinguish similarities and differences in ideas, facts, or events.	8RL 5 8RL 6				x	Addressed in the 8 th Grade Common Core
	c. Compare/contrast connections: text to self, text to world and text to text	9-10W2a 9-10W1c			x		
Obj 2	(Extended Writing): 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 levels).	9-10W1 9-10W4 9-10W10			x x x		CC addresses a variety of lengths in writing
	a. State a thesis that clearly takes a position.	9-10W1a					
	b. Organize writing effectively using leads, details, transitions, conclusions, personal experience, facts, anecdotes, examples, and paraphrased ideas.	9-10W1a,e 9-10W2b,c,f 9-10W3a,b,e	x				9 th UC mixes content and form of writing while the CC approaches writing structure holistically.
	c. Refute counter-arguments by using personal experience, facts, anecdotes, examples and paraphrased ideas.	9-10W1b			x		CC addresses the full range of argumentation.
Obj 3	(Revision and Editing): Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency, and conventions.	9-10W1d 9-10W5		x	x		9 th UC utilizes a 6-trait writing revision format. CC accommodates a wider range of revision formats.
	a. Evaluate and revise for:						

Ninth Grade Utah Core		9-10 Common Core					Notes
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	<ul style="list-style-type: none"> Ideas: Anticipation of and answers to readers' questions. 	9-10W2a		x			
	<ul style="list-style-type: none"> Organization: Inviting leads and satisfying conclusions. 	9-10W2f 9-10W3b 9-10W3c 9-10W3e		x			
	<ul style="list-style-type: none"> Voice: A variety of voices for different audiences and purposes. 	9-10W4 9-10W5		x			
	<ul style="list-style-type: none"> Word Choice: Carefully chosen vocabulary to achieve voice and purpose. 	9-10W2d 9-10W3d		x			
	<ul style="list-style-type: none"> Sentence Fluency: Varied sentence structure (i.e., include complex and compound sentences). 	9-10W2c 9-10W3c		x			
	b. Edit for conventions:	9-10W2e 9-10W5		x			CC builds on skill improvement from year-to-year through a spiral design.
	<ul style="list-style-type: none"> Correct grade level spelling. 	9-10W5		x			
	<ul style="list-style-type: none"> Correct use of commas in introductory phrases and clauses. 	9-10W5		x			
	<ul style="list-style-type: none"> Correct use of adverbs. 	9-10W3d		x			
	<ul style="list-style-type: none"> Correct use of colons. 	9-10W5		x			
	<ul style="list-style-type: none"> Correct use of parentheses. 	9-10W5		x			
	<ul style="list-style-type: none"> Correct capitalization of languages, races, nationalities, religions or sections of the country. 	9-10W5		x			
Std 3	(Inquiry): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.						

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		Location(s) in Common Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	
Obj 1	1 (Process of Inquiry): Use the process of inquiry to examine multiple points of view.	9-10W3a; 9-10W9b		x			Also addressed in the 8 th Grade CC
	a. Formulate questions to evoke valid responses from different points of view.	9-10W7		x			Also addressed in the 8 th Grade CC
	b. Gather information from multiple sources that reflect varied points of view.	9-10W8 9-10W9	x				Also addressed in the 8 th Grade CC
	c. Analyze multiple points of view for credibility.	9-10W7; 9-10W9b		x			Also addressed in the 8 th Grade CC
	d. Use primary and secondary sources.	9-10W8		x			CC addresses primary/secondary sources in the Standards for Literacy in History/Social Studies, Science, and Technical Subjects.
Obj 2	(Written Communication of Inquiry): Write to analyze multiple points of view.	9-10W7 9-10RL 6			x		The CC imbeds inquiry throughout reading and writing standards. This lends itself to natural learning processes.
	a. Select a format to analyze multiple points of view.	9-10W8			x		CC addresses format in the Standards for Literacy in History/Social Studies, Science, and Technical Subjects.
	b. Compile and analyze information from multiple points of view.	9-10W8 9-10 W9a,b	x				
	c. Report analysis of multiple points of view using paraphrase, summary, or quotations.	9-10 W8 9-10 SL4 9-10 SL5 9-10 SL6		x			CC specifies a variety of ways to share and publish.
	d. Use informal and formal citations to support inquiry.	9-10W8	x				CC requires standard citations.

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Obj 3	(Oral Communication of Inquiry): Conduct interviews to support inquiry.	9-10SL1b, 9-10SL1c			x		Interview could be included in the discussion element of the CC.
	a. Determine the purpose for interviews (e.g., to examine perspectives, to acquire information, to clarify understanding, to respond to writing).	9-10SL1b, 9-10SL1c, 9-10SL1c,	x				
	b. Ask probing questions to elicit elaboration and clarification of ideas.	9-10SL1c,	x				
	c. Use appropriate interview procedures (e.g., supportive statements, body language, eye contact).	9-10 SL1c			x		
	d. Present interview results.	9-10SL2			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).

Ninth Grade Analysis of 9-10 Common Core to 9th Grade Utah English Language Arts Core	
Grade 9-10 Common Core	Ninth 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.	912c, 912 913 911c		912	912 913 x		9 th UC is not anchored in using text to support understanding. 9 th UC discusses determining meaning through context clues, no other mention of analysis or textual evidence.
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.	912c 913c 912 913b,c,d	X	93	912c, 912		9 th UC doesn't specifically ask for theme development or summaries to show their understanding. UC only looks at one aspect of theme.
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.	913a 913	913 (a,b)				Close match of 9 th UC. Character development and theme are covered in the 9 th UC.

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

Grade 9-10 Common Core		Ninth Grade Utah Core					
		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
		913b,d		X			
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 tone).	913d,e; 911b 911a,b,c,e	913d, 913e, 91b	X			Close match between UC and CC. CC provides a unity of purpose 9 th UC covers figurative language, using roots to determine meaning and connotation.
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.	912a,b 912c		91.2b	91.2.a X		Both cores address text structure but 9 th UC does not make clear a unified purpose. UC focuses on comprehension and structure as an aid, CC focuses on the craft of an author. Very weak in 9 th UC. Multiple text structures are covered, but specific

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

Grade 9-10 Common Core		Ninth Grade Utah Core					
		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
							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.	931d; 931c 913c		931d 931c	X		9 th UC focuses on smaller pieces, but does not see cultural experience as part of an author's craft and structure. Themes are related to culture in UC but no analysis.
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).	912a; 922a 913f			912a, 922a	X	9 th UC does not go beyond its content. Utah writing core includes compare/contrast writing, but it is not in the reading. 9 th UC has lost the holistic overlay of the CC in its vertical instruction. Focus is on text types in UC. 9 th UC relates nothing to artistic work and mediums. 9 th UC does not integrate inquiry.
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	921c		921	931e		Text to text connections is in 9 th UC writing strand, not reading strand. CC suggests the need for cultural literacy. Allusions could be considered as part of figurative

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

Grade 9-10 Common Core		Ninth Grade Utah Core					
		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
	later author draws on a play by Shakespeare).	913e				X	language. No real analysis on 9 th UC. CC 9-10W9a- duplicates the CC 9-10RL9 and CC 10-11 3.1.c
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.	931; 931f 913 (all)		931 X			9 th UC implies comprehension at grade level across a wide range of literary genres. 9 th UC doesn't 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)						

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

Grade 9-10 Common Core		Ninth Grade Utah Core					
		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
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.	912;912a,c 911c	12			X	9 th UC focuses on comprehension, CC focuses on analysis. Context clues are on 9 th UC, but no other specific analysis. Found in UC 10 th Grade 1.2.c and 10 th , 11 th , 12 th 3.1 c
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.	912;912c 912c		912		X	9 th UC addresses arriving at conclusions about the text. 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.	912b,c 912b			912 b; 912 c X		9 th UC looks at two text structures as aids to comprehension, not the author's use of structure to inform. Text structures are mentioned but not evaluation.

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

Grade 9-10 Common Core		Ninth Grade Utah Core					
		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
RI	CRAFT AND STRUCTURE (GRADE 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).	911b; 12 911a,b,c,e			911b; 912 X		Strand description in 9 th UC covers much of the same ground, but the parts are more fragmented and do not include understanding author's craft. Connotation, finding meaning through roots and context, and figurative language are mentioned in the 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).	912;912b		912	912b	X	Not mentioned in the 9 th UC. Covered in UC 10th, 11th, 12th 1.2.b
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.	931b,c; 931c; 932d; 933d; 913e; 932d			931, 932, 933 X		CC focuses on understanding the author's craft. 9 th UC approaches this through the inquiry strand. Not really present in 9 th UC. Point of view could be covered (in part) by analysis of source reliability. Rhetorical devices in UC are not tied to

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

Grade 9-10 Common Core		Ninth Grade Utah Core					
		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
							purpose.
RI	INTEGRATION OF KNOWLEDGE AND IDEAS (GRADE 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.	912a,b 931b,c Standard 2			912a, 912b, 931b, 931c 931 X		9 th UC suggests using a variety of only text formats. 9 th UC different mediums are not mentioned.
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; identify false statements and fallacious reasoning.	3.1c, 2.2.c 2.1, 2.2a 912d	X	3.1c	2.2.c, 2.1		Writing and Inquiry Strands of UC deal more with credibility and analyzing multiple points of view. CC provides more detail but covers same material.

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

Grade 9-10 Common Core		Ninth Grade Utah Core					
		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
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.	913c; 921c; 931d		931d	913c; 921c	X	9 th UC has no reference to specific texts. Not present in the 9 th UC. UC 12 th 1.3 literary text, not historic or informational text
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.	912			X		Fits within 9 th UC main objective for informational text, including evaluating texts. CC addresses technical reading in the History/Social Studies, Science and Technical Literacy Standards.
WRITING STANDARDS GRADE 9: THREE TYPES – 1) argument; 2) informative/explanatory; 3) Narrative							
W	TEXT TYPES AND PURPOSES (GRADE 9-10)						

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

Grade 9-10 Common Core		Ninth Grade Utah Core					
		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
9-10W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	921;922			X		9 th CC emphasizes the difference between argument and persuasion: use of data and evidence, facts (logos) versus emotion and loaded language (ethos)
9-10W1a	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.	922a 922b		X			9 th UC and CC treatments of thesis and claim are similar- but CC increases depth and complexity. 9 th UC describes the structure of the writing.
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.	922 c		x			9 th CC integrates process and treatment of claims and counter claims. 9 th UC limited to addressing opposing viewpoints.
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	921a 922b (transitions)			X x		9 th CC addresses the organization and cohesion of writing.

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Grade 9-10 Common Core		Ninth Grade Utah Core					
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	between claim(s) and counterclaims.						
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.	923			x		9 th CC is less restrictive than 9 th UC and better applies to argumentative writing.
9-10W1e	Provide a concluding statement or section that follows from and supports the argument presented.	922b		x			9 th CC aligns 9 th UC and is more specific.

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Grade 9-10 Common Core	Ninth Grade Utah Core

		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
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.	92 1		x			9 th CC is much more effective in explaining the application of writing to learn than the UC.
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.	921c			x		9 th CC integration of multimedia adds an element that has not been addressed before, allowing for extensive technology, inviting interactive and collaborative technologies (Web 2.0 Tools, etc.)
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.	922b		x			9 th CC addresses content of the material.
9-10W2c	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	922b: 923a (sentence fluency)		x			9 th CC is more specific in the use of transitions.
9-10W2d	Use precise language and domain-specific vocabulary to manage the complexity of the	923a (word choice)		X			9 th CC adds domain language.

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Grade 9-10 Common Core		Ninth Grade Utah Core					
		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
	topic.						
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.	923b (conventions)			X		9 th CC emphasizes the importance of formal style and tone.
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).	922b 923a (Organization)			X X		9 th CC reinforces conclusions as synthesizing knowledge, findings, and ideas and not simply restating them.
9-10W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	922b			X		9 th UC does not include narrative writing. 9 th CC opens opportunities for literary/narrative writing.
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	922b; 931			X		9 th CC is specific and concrete in writing to engage the reader.

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Grade 9-10 Common Core		Ninth Grade Utah Core					
		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
	events.						
9-10W3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	922b			X		9 th CC addresses organization in general covering key and complex techniques of elaboration.
9-10W3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	923a (sentence fluency and organization)			X		9 th CC opens multiple approaches to narrative structures: i.e. writing flashbacks, foreshadowing, non-sequential narratives.
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.	923a (word choice) 922b (adverbs)			X		9 th CC applies to word choice.
9-10W3e	Provide a conclusion that follows form and reflects on what is experienced, observed, or resolved over the course of the narrative.	922b 923a (Organization)			X		9 th CC specifies thoughtful conclusions.

W: PRODUCTION AND DISTRIBUTION OF WRITING (GRADES 9-10)

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Grade 9-10 Common Core		Ninth Grade Utah Core					
		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
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.)	922 (extended writing) 923a (voice)		X	X		9 th CC specifies task, purpose and audience as the basis of all writing.
9-10W5	Develop and strengthen writing as needed by planning, revising, editing, re-writing, 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 on page 54.)	923 923a (voice) 923b (spelling, commas in clauses, punctuation)			X X X		9 th UC Objective 3 aligns with CC standard for conventions, including spelling. The 9 th CC suggests a new approach which may include shifts in point of view, role of speaker, organizational structure, etc.
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.					X	9 th CC addresses changing media, technology and communication.

W: RESEARCH TO BUILD AND PRESENT KNOWLEDGE (GRADES 9-10)

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Grade 9-10 Common Core		Ninth Grade Utah Core					
		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
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.	931a,c; 3.2	X	X			9 th CC correlates with the 9 th UC Inquiry strand.
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 of ideas, avoiding plagiarism and following a standard format for citation.	931b;9 32 b, 932d		X X X X			9 th CC primary and secondary sources are in the History/Social Studies, Science and Technical Literacy Standards.
9-10W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	931b			X		9 th CC encourages cross-curricular implementation. Same as 9-10RL9

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Grade 9-10 Common Core		Ninth Grade Utah Core					
		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
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 X	9 th CC increases rigor and applies to academic writing.
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”).	931c	X			X	9 th CC correlates to UC 10 th , 11 th , 12 th 3.1b, 3.1c
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	921; 922			X		9 th CC includes more than the 9 th UC concerning specific lengths and purposes of

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Grade 9-10 Common Core		Ninth Grade Utah Core					
		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
	two) for a range of tasks, purposes, and audiences.						writing.
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	The only speaking and listening in the 9 th UC are interviewing skills.
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.					X	9 th UC is geared to presentation rather than discussion.
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	933a,b	X				

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	and deadlines, and individual roles as needed.						
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, or challenge ideas and conclusions.	933a	X				
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.	933a	X				
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.	93d	X				
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.					X	9 th CC presents research writing skills for refuting arguments which have been in

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							UC 10 th , 11 th , 12 th , 3.1.b & c, 11 th 3.3.c
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.	933d			X		9 th CC applies more depth and clarity in presentation skills.
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.	933d				X	9 th CC introduces digital presentations which have been in UC 11 th , 12 th 3.3.
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.)	933d				X	Previously introduced in UC 10 th 3.3.a determine audience and purpose for oral presentations

LANGUAGE STANDARDS GRADE 9-10 WE HAVE USED AN ASTERISK TO DENOTE STRENGTHS IN UTAH CORE

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Grade 9-10 Common Core		Ninth Grade Utah Core					
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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.						Many of the skills in this standard have previously been addressed in higher grades in UC. 9 th CC heightens expectations.
9-10L1a	Use parallel structure.					X	10 th UC 2.3.a sentence fluency
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.	923b(2)			X		9 th UC covers introductory phrases and clauses.
9-10L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.						
9-10L2a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	923a(5)				X	9 th CC is specific and concrete.
9-10L2b	Use a colon to introduce a list or quotation.	923b(4)		X			9 th CC is specific.

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9-10L2c	Spell correctly.						9 th UC refers to this as “Grade level” spelling.
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.	923A(1-5)			X		9 th CC is open to a variety of approaches to writing and editing.
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 writing type.					X	9 th CC encourages the use of standard style manuals. UC 10 th 2.2.d
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.	911a,b,c	X				9 th CC opens word analysis skills.
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	911a,b,c	X				

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Grade 9-10 Common Core		Ninth Grade Utah Core					
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	meaning of a word or phrase.						
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).	911c			x		9 th CC addresses altering words and determining meanings with word patterns.
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.	911 a and c			X		9 th CC includes reference sources.
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).	912c			X		9 th CC includes verification of inferred word meaning.
9-10L5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	911b 913e				X	9 th CC relies on the spiral pattern from year-to-year to continue language development.
9-10L5a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in					X	9 th CC initiates interpretation not covered in

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	the text.						9 th UC.
9-10L5b	b. Analyze nuances in the meaning of words with similar denotations.	911b		X			9 th CC differentiates connotation and denotation.
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	9 th CC has no content-specific skill set for understanding vocabulary for college/career readiness. These vocabulary standards are in the History/Social Studies, Science and Technical Literacy Standards.