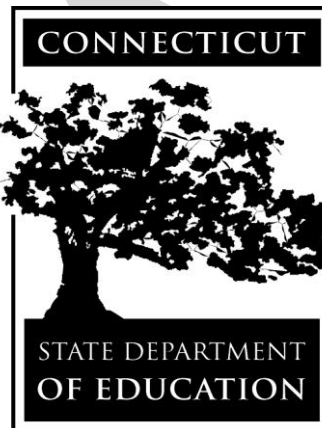


English Language Arts Crosswalk Common Core State Standards to Connecticut State Standards to District Curriculum



Grades 11-12

Prioritized by Bloomfield Public Schools 2011 Draft

GRADES 11-12			
CCSS	CT Standard Match	District Correlation	CT Assessment
READING STRAND: READING STANDARDS FOR LITERATURE			
Key Ideas and Details			
<p>CC.11-12.R.L.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>CT.9-12.1.1.f Make and justify inferences from explicit and or implicit information.</p> <p>CT.9-12.1.2.b Interpret information that is implied in a text.</p> <p>CT.9-12.1.2.f Identify and discuss the underlying theme or main idea in texts.</p>		
<p>CC.11-12.R.L.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>	<p>CT.9-12.1.1.c Select and organize relevant information from text to summarize.</p> <p>CT.9-12.1.2.f Identify and discuss the underlying theme or main idea in texts.</p>		
<p>CC.11-12.R.L.3 Analyze the impact of the author's choices regarding how to develop and relate</p>	<p>CT.9-12.1.1.d Identify, use and analyze text structures.</p>		

GRADES 11-12			
CCSS	CT Standard Match	District Correlation	CT Assessment
<p>elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>	<p>CT.9-12.2.1.d Analyze literary conventions and devices an author uses and how they contribute meaning and appeal.</p> <p>CT.9-12.2.4.f Evaluate the effectiveness of the choices that authors, illustrators and filmmakers make to express political and social issues.</p> <p>CT.9-12.2.3.a Discuss, analyze and evaluate how characters deal with the diversity of human experience and conflict.</p>		
Craft and Structure			
<p>CC.11-12.R.L.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p>	<p>CT.9-12.1.3.c Analyze the meaning of words and phrases in context.</p> <p>CT.9-12.4.2.b Evaluate the impact of language as related to audience and purpose.</p> <p>CT.9-12.4.2.b Evaluate the impact of language as related to audience and purpose.</p>		

GRADES 11-12			
CCSS	CT Standard Match	District Correlation	CT Assessment
	<p>CT.9-12.2.1.c Explain and explore their own and others' aesthetic reactions to texts.</p>		
<p>CC.11-12.R.L.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>	<p>CT.9-12.1.1.d Identify, use and analyze text structures.</p> <p>CT.9-12.2.1.a Identify the various conventions within a genre and apply this understanding to the evaluation of the text.</p> <p>CT.9-12.2.4.a Analyze and evaluate the basic beliefs, perspectives and assumptions underlying an author's work.</p> <p>CT.9-12.3.2.b Apply the most effective processes to create and present a written, oral or visual piece.</p>		
<p>CC.11-12.R.L.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>	<p>CT.9-12.1.1.f Make and justify inferences from explicit and or implicit information.</p>		

GRADES 11-12			
CCSS	CT Standard Match	District Correlation	CT Assessment
Integration of Knowledge and Ideas			
<p>CC.11-12.R.L.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p>	<p>CT.9-12.1.1.e Draw conclusions and use evidence to substantiate them by using texts heard, read and viewed.</p> <p>CT.9-12.2.4.b Discuss how the experiences of an author influence the text.</p> <p>CT.9-12.2.2.a Develop and defend multiple responses to literature using individual connections and relevant text references.</p>		
<p>CC.11-12.R.L.8 (Not applicable to literature.)</p>			
<p>CC.11-12.R.L.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p>	<p>CT.9-12.2.3.b Compare/contrast and evaluate ideas, themes and/or issues across classical and contemporary texts.</p>		

GRADES 11-12			
CCSS	CT Standard Match	District Correlation	CT Assessment
Range of Reading and level of Text Complexity			
<p>CC.11-12.R.L.10 Range of Reading and Level of Text Complexity: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiency.</p>			
READING STRAND: READING STANDARDS FOR INFORMATIONAL TEXT			
Key Ideas and Details			
<p>CC.11-12.R.I.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>CT.9-12.1.1.f Make and justify inferences from explicit and or implicit information.</p> <p>CT.9-12.1.2.b Interpret information that is implied in a text.</p> <p>CT.9-12.2.2.b</p>		

GRADES 11-12			
CCSS	CT Standard Match	District Correlation	CT Assessment
	<p>Develop a critical stance and cite evidence to support the stance.</p> <p>CT.9-12.1.1.c Select and organize relevant information from text to summarize.</p> <p>CT.9-12.1.2.f Identify and discuss the underlying theme or main idea in texts.</p>		
<p>CC.11-12.R.I.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p>	<p>CT.9-12.1.1.c Select and organize relevant information from text to summarize.</p>		
<p>CC.11-12.R.I.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	<p>CT.9-12.1.1.d Identify, use and analyze text structures.</p> <p>CT.9-12.2.1.b Identify and analyze the differences between the structures of fiction and nonfiction.</p>		

GRADES 11-12			
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Craft and Structure			
<p>CC.11-12.R.I.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p>	<p>CT.9-12.1.3.a Use phonetic, structural, syntactical and contextual clues to read and understand words.</p> <p>CT.9-12.1.3.d Develop vocabulary through listening, speaking, reading and writing.</p> <p>CT.9-12.1.1.b Determine and apply the most effective means of monitoring comprehension and apply the appropriate strategies.</p> <p>CT.9-12.2.1.d Analyze literary conventions and devices an author uses and how they contribute meaning and appeal.</p>		
<p>CC.11-12.R.I.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>	<p>CT.9-12.1.1.d Identify, use and analyze text structures.</p> <p>CT.9-12.2.1.b Identify and analyze the differences between the structures of fiction and nonfiction.</p>		
<p>CC.11-12.R.I.6 Determine an author's point of view or purpose in a text in</p>	<p>CT.9-12.2.4.a Analyze and evaluate the basic beliefs, perspectives and</p>		

GRADES 11-12			
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<p>which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p>	<p>assumptions underlying an author's work.</p> <p>CT.9-12.2.4.f Evaluate the effectiveness of the choices that authors, illustrators and filmmakers make to express political and social issues.</p>		
Integration of Knowledge and Ideas			
<p>CC.11-12.R.I.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>	<p>CT.9-12.3.2.d Research information from multiple sources for a specific purpose.</p> <p>CT.9-12.3.2.e Evaluate the validity of primary and secondary sources of information to authenticate research.</p>		
<p>CC.11-12.R.I.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</p>	<p>CT.9-12.1.4.a Respond to the ideas of others and recognize the validity of differing views.</p> <p>CT.9-12.2.2.b Develop a critical stance and cite evidence to support the stance.</p> <p>CT.9-12.1.1.f Make and justify inferences from explicit and or implicit information.</p>		

GRADES 11-12			
CCSS	CT Standard Match	District Correlation	CT Assessment
<p>CC.11-12.R.I.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</p>	<p>CT.9-12.2.3.b Compare/contrast and evaluate ideas, themes and/or issues across classical and contemporary texts.</p>		
Range of Reading and Level of Text Complexity			
<p>CC.11-12.R.I.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</p>			

GRADES 11-12			
CCSS	CT Standard Match	District Correlation	CT Assessment
WRITING STRAND: WRITING STANDARDS			
Text Types and Purposes			
CC.11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	CT.9-12.3.1.c Use the appropriate features of persuasive, narrative, expository or poetic writing.		CAPT Reading Across the Disciplines: Response to Literature
CC.11-12.W.1.a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	CT.9-12.3.1.c Use the appropriate features of persuasive, narrative, expository or poetic writing. CT.9-12.3.2.b Apply the most effective processes to create and present a written, oral or visual piece.		CAPT Writing Across the Disciplines: Interdisciplinary Writing CAPT Reading Across the Disciplines: Response to Literature
CC.11-12.W.1.b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.	CT.9-12.3.1.c Use the appropriate features of persuasive, narrative, expository or poetic writing. CT.9-12.3.2.b Apply the most effective processes to create and present a written, oral or visual piece.		CAPT Writing Across the Disciplines: Interdisciplinary Writing CAPT Reading Across the Disciplines: Response to Literature CAPT Reading Across the Disciplines: Reading for Information

GRADES 11-12			
CCSS	CT Standard Match	District Correlation	CT Assessment
<p>CC.11-12.W.1.c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>	<p>CT.9-12.3.2.a Determine purpose, point of view and audience, and choose an appropriate written, oral or visual format.</p> <p>CT.9-12.4.3.b Demonstrate proficient use of proper mechanics, usage and spelling skills.</p> <p>CT.9-12.3.2.c Revise texts for organization, elaboration, fluency and clarity.</p>		<p>CAPT Writing Across the Disciplines: Interdisciplinary Writing</p> <p>CAPT Writing Across the Disciplines: Editing and Revising</p> <p>CAPT Writing Across the Disciplines: Interdisciplinary Writing</p> <p>CAPT Reading Across the Disciplines: Response to Literature</p>
<p>CC.11-12.W.1.d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<p>CT.9-12.3.2.a Determine purpose, point of view and audience, and choose an appropriate written, oral or visual format.</p> <p>CT.9-12.3.2.b Apply the most effective processes to create and present a written, oral or visual piece.</p> <p>CT.9-12.3.2.c Revise texts for organization, elaboration, fluency and clarity.</p> <p>CT.9-12.3.1.c Use the appropriate features of persuasive, narrative, expository or poetic writing.</p>		<p>CAPT Writing Across the Disciplines: Interdisciplinary Writing</p> <p>CAPT Reading Across the Disciplines: Response to Literature</p> <p>CAPT Writing Across the Disciplines: Editing and Revising</p>

GRADES 11-12			
CCSS	CT Standard Match	District Correlation	CT Assessment
<p>CC.11-12.W.1.e Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>CT.9-12.3.2.c Revise texts for organization, elaboration, fluency and clarity.</p> <p>CT.9-12.3.1.c Use the appropriate features of persuasive, narrative, expository or poetic writing.</p>		<p>CAPT Writing Across the Disciplines: Interdisciplinary Writing</p> <p>CAPT Reading Across the Disciplines: Response to Literature</p>
<p>CC.11-12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>CT.9-12.3.1.c Use the appropriate features of persuasive, narrative, expository or poetic writing.</p>		<p>CAPT Writing Across the Disciplines: Interdisciplinary Writing</p> <p>CAPT Reading Across the Disciplines: Response to Literature</p> <p>CAPT Writing Across the Disciplines: Editing and Revising</p>
<p>CC.11-12.W.2.a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	<p>CT.9-12.3.2.f Publish and/or present final products in a myriad of ways, including the use of the arts and technology.</p> <p>CT.9-12.3.2.a Determine purpose, point of view and audience, and choose an appropriate written, oral or visual format.</p>		<p>CAPT Writing Across the Disciplines: Interdisciplinary Writing</p>

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<p>CC.11-12.W.2.b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>	<p>CT.9-12.3.2.b Apply the most effective processes to create and present a written, oral or visual piece.</p> <p>CT.9-12.3.1.c Use the appropriate features of persuasive, narrative, expository or poetic writing.</p>		<p>CAPT Writing Across the Disciplines: Interdisciplinary Writing</p> <p>CAPT Reading Across the Disciplines: Response to Literature</p>
<p>CC.11-12.W.2.c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>	<p>CT.9-12.4.2.a Use sentence patterns typical of spoken and written language to produce text.</p> <p>CT.9-12.4.3.b Demonstrate proficient use of proper mechanics, usage and spelling skills.</p>		<p>CAPT Writing Across the Disciplines: Editing and Revising</p> <p>CAPT Writing Across the Disciplines: Interdisciplinary Writing</p>
<p>CC.11-12.W.2.d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p>	<p>CT.9-12.4.2.b Evaluate the impact of language as related to audience and purpose.</p> <p>CT.9-12.4.2.a Use sentence patterns typical of spoken and written language to produce text.</p>		<p>CAPT Writing Across the Disciplines: Interdisciplinary Writing</p> <p>CAPT Reading Across the Disciplines: Response to Literature</p>

GRADES 11-12			
CCSS	CT Standard Match	District Correlation	CT Assessment
<p>CC.11-12.W.2.e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing</p>	<p>CT.9-12.4.3.a Recognize the difference between standard and nonstandard English and use language appropriately.</p>		<p>CAPT Writing Across the Disciplines: Interdisciplinary Writing</p> <p>CAPT Reading Across the Disciplines: Response to Literature</p>
<p>CC.11-12.W.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>CT.9-12.3.2.c Revise texts for organization, elaboration, fluency and clarity.</p> <p>CT.9-12.3.1.c Use the appropriate features of persuasive, narrative, expository or poetic writing.</p>		<p>CAPT Writing Across the Disciplines: Interdisciplinary Writing</p> <p>CAPT Reading Across the Disciplines: Response to Literature</p> <p>CAPT Writing Across the Disciplines: Editing and Revising</p>
<p>CC.11-12.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>CT.9-12.3.1.c Use the appropriate features of persuasive, narrative, expository or poetic writing.</p> <p>CT.9-12.3.1.d Write to delight in the imagination.</p>		<p>CAPT Writing Across the Disciplines: Interdisciplinary Writing</p> <p>CAPT Reading Across the Disciplines: Response to Literature</p>

GRADES 11-12			
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<p>CC.11-12.W.3.a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p>	<p>CT.9-12.3.1.c use the appropriate features of persuasive, narrative, expository or poetic writing.</p> <p>CT.9-12.3.1.d Write to delight in the imagination.</p> <p>CT.9-12.3.2.b Apply the most effective processes to create and present a written, oral or visual piece.</p>		<p>CAPT Writing Across the Disciplines: Interdisciplinary Writing</p> <p>CAPT Reading Across the Disciplines: Response to Literature</p>
<p>CC.11-12.W.3.b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p>	<p>CT.9-12.3.1.c Use the appropriate features of persuasive, narrative, expository or poetic writing.</p> <p>CT.9-12.3.1.d Write to delight in the imagination.</p> <p>CT.9-12.3.2.b Apply the most effective processes to create and present a written, oral or visual piece.</p>		
<p>CC.11-12.W.3.c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of</p>	<p>CT.9-12.3.1.c Use the appropriate features of persuasive, narrative, expository or poetic writing.</p>		

GRADES 11-12			
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mystery, suspense, growth, or resolution).			
CC.11-12.W.3.d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	CT.9-12.3.1.c Use the appropriate features of persuasive, narrative, expository or poetic writing. CT.9-12.3.1.d Write to delight in the imagination.		
CC.11-12.W.3.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	CT.9-12.3.1.c use the appropriate features of persuasive, narrative, expository or poetic writing.		
Production and Distribution of Writing			
CC.11-12.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	CT.9-12.3.1.c Use the appropriate features of persuasive, narrative, expository or poetic writing. CT.9-12.3.2.a Determine purpose, point of view and audience, and choose an appropriate written, oral or visual format. CT.9-12.3.2.c Revise texts for organization, elaboration, fluency and clarity.		CAPT Writing Across the Disciplines: Interdisciplinary Writing CAPT Reading Across the Disciplines: Response to Literature CAPT Writing Across the Disciplines: Editing and Revising

GRADES 11-12			
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<p>CC.11-12.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12 on page 55.)</p>	<p>CT.9-12.3.2.c Revise texts for organization, elaboration, fluency and clarity.</p> <p>CT.9-12.4.3.c Use resources for proofreading and editing.</p>		<p>CAPT Writing Across the Disciplines: Interdisciplinary Writing</p> <p>CAPT Reading Across the Disciplines: Response to Literature</p> <p>CAPT Writing Across the Disciplines: Editing and Revising</p>
<p>CC.11-12.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p>CT.9-12.3.2.f Publish and/or present final products in a myriad of ways, including the use of the arts and technology.</p>		
Research to Build and Present Knowledge			
<p>CC.11-12.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating</p>	<p>CT.9-12.3.2.d Research information from multiple sources for a specific purpose.</p> <p>CT.9-12.3.2.e Evaluate the validity of primary and secondary sources of information to authenticate research.</p>		

GRADES 11-12			
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understanding of the subject under investigation.			
<p>CC.11-12.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p>CT.9-12.3.2.d Research information from multiple sources for a specific purpose.</p> <p>CT.9-12.3.2.e Evaluate the validity of primary and secondary sources of information to authenticate research.</p>		
<p>CC.11-12.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>CT.9-12.1.1.e Draw conclusions and use evidence to substantiate them by using texts heard, read and viewed.</p> <p>CT.9-12.3.2.d Research information from multiple sources for a specific purpose.</p> <p>CT.9-12.3.2.e Evaluate the validity of primary and secondary sources of information to authenticate</p>		<p>CAPT Writing Across the Disciplines: Interdisciplinary Writing</p> <p>CAPT Reading Across the Disciplines: Response to Literature</p> <p>CAPT Reading Across the Disciplines: Reading for Information</p>

GRADES 11-12			
CCSS	CT Standard Match	District Correlation	CT Assessment
	research.		
<p>CC.11-12.W.9.a Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p>	<p>CT.9-12.2.4.e Interpret, analyze and evaluate the influence of culture, history and ethnicity on themes and issues in literature.</p>		<p>CAPT Reading Across the Disciplines: Response to Literature</p>
<p>CC.11-12.W.9.b Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses]”).</p>	<p>CT.9-12.3.2.e Evaluate the validity of primary and secondary sources of information to authenticate research.</p>		

GRADES 11-12			
CCSS	CT Standard Match	District Correlation	CT Assessment
Range of Writing			
CC.11-12.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.			

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GRADES 11-12			
CCSS	CT Standard Match	District Correlation	CT Assessment
SPEAKING AND LISTENING STRAND: SPEAKING AND LISTENING STANDARDS			
Comprehension and Collaboration			
<p>CC.11-12.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p>CT.9-12.1.4.a Respond to the ideas of others and recognize the validity of differing views.</p> <p>CT.9-12.1.4.b Persuade listeners about understandings and judgments of works read, written and viewed.</p> <p>CT.9-12.1.2.e Discuss and respond to texts by making text-to-self, text-to-text and text-to-world connections.</p> <p>CT.9-12.1.2.f Identify and discuss the underlying theme or main idea in texts.</p>		

GRADES 11-12			
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<p>CC.11-12.SL.1.a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>			
<p>CC.11-12.SL.1.b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p>			
<p>CC.11-12.SL.1.c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>	<p>CT.9-12.1.4.a Respond to the ideas of others and recognize the validity of differing views.</p> <p>CT.9-12.1.4.b Persuade listeners about understandings and judgments of works read, written and viewed.</p>		<p>CAPT Writing Across the Disciplines: Interdisciplinary Writing</p>
<p>CC.11-12.SL.1.d Respond thoughtfully to diverse perspectives; synthesize comments, claims,</p>	<p>CT.9-12.1.4.a Respond to the ideas of others and recognize the validity of differing views.</p>		<p>CAPT Writing Across the Disciplines: Interdisciplinary Writing</p>

GRADES 11-12			
CCSS	CT Standard Match	District Correlation	CT Assessment
and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.			CAPT Reading Across the Disciplines: Reading for Information
CC.11-12.SL.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	CT.9-12.3.2.d Research information from multiple sources for a specific purpose. CT.9-12.3.2.e Evaluate the validity of primary and secondary sources of information to authenticate research.		CAPT Writing Across the Disciplines: Interdisciplinary Writing IW, CAPT Reading Across the Disciplines: Reading for Information
CC.11-12.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	CT.9-12.1.1.f Make and justify inferences from explicit and or implicit information. CT.9-12.4.2.b Evaluate the impact of language as related to audience and purpose.		CAPT Writing Across the Disciplines: Interdisciplinary Writing CAPT Reading Across the Disciplines: Reading for Information

GRADES 11-12			
CCSS	CT Standard Match	District Correlation	CT Assessment
Presentation of Knowledge and Ideas			
<p>CC.11-12.SL.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.</p>	<p>CT.9-12.3.1.a Use oral language with clarity, voice and fluency to communicate a message.</p>		<p>CAPT Writing Across the Disciplines: Interdisciplinary Writing</p>
<p>CC.11-12.SL.5 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.</p>	<p>CT.9-12.3.2.f Publish and/or present final products in a myriad of ways, including the use of the arts and technology.</p> <p>CT.9-12.3.2.b Apply the most effective processes to create and present a written, oral or visual piece.</p>		

GRADES 11-12			
CCSS	CT Standard Match	District Correlation	CT Assessment
<p>CC.11-12.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.)</p>	<p>CT.9-12.4.2.a Use sentence patterns typical of spoken and written language to produce text.</p> <p>CT.9-12.4.2.b Evaluate the impact of language as related to audience and purpose.</p> <p>CT.9-12.4.3.a Recognize the difference between standard and nonstandard English and use language appropriately.</p>		<p>CAPT Writing Across the Disciplines: Interdisciplinary Writing</p> <p>CAPT Reading Across the Disciplines: Response to Literature</p> <p>CAPT Writing Across the Disciplines: Editing and Revising</p> <p>CAPT Reading Across the Disciplines: Reading for Information</p>

GRADES 11-12			
CCSS	CT Standard Match	District Correlation	CT Assessment
LANGUAGE STRAND: LANGUAGE STANDARDS			
Conventions of Standard English			
<p>CC.11-12.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>CT.9-12.4.3.c Use resources for proofreading and editing.</p> <p>CT.9-12.4.3.a Recognize the difference between standard and nonstandard English and use language appropriately.</p> <p>CT.9-12.4.3.b Demonstrate proficient use of proper mechanics, usage and spelling skills.</p>		<p>CAPT Writing Across the Disciplines: Interdisciplinary Writing</p> <p>CAPT Reading Across the Disciplines: Response to Literature</p> <p>CAPT Reading Across the Disciplines: Reading for Information</p> <p>CAPT Writing Across the Disciplines: Editing and Revising</p>
<p>CC.11-12.L.1.a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p>	<p>CT.9-12.4.3.a Recognize the difference between standard and nonstandard English and use language appropriately.</p> <p>CT.9-12.4.1.b Recognize and understand variations between language patterns.</p>		<p>CAPT Writing Across the Disciplines: Editing and Revising</p>
<p>CC.11-12.L.1.b Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American English) as needed.</p>	<p>CT.9-12.4.3.a Recognize the difference between standard and nonstandard English and use language appropriately.</p> <p>CT.9-12.4.3.c Use resources for proofreading and editing.</p>		<p>CAPT Writing Across the Disciplines: Editing and Revising</p>

GRADES 11-12			
CCSS	CT Standard Match	District Correlation	CT Assessment
CC.11-12.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	CT.9-12.4.3.b Demonstrate proficient use of proper mechanics, usage and spelling skills. CT.9-12.4.3.a Recognize the difference between standard and nonstandard English and use language appropriately. CT.9-12.4.3.c Use resources for proofreading and editing.		CAPT Writing Across the Disciplines: Editing and Revising
CC.11-12.L.2.a Observe hyphenation conventions.	CT.9-12.4.3.b Demonstrate proficient use of proper mechanics, usage and spelling skills.		CAPT Writing Across the Disciplines: Editing and Revising
CC.11-12.L.2.b Spell correctly.	CT.9-12.4.3.b Demonstrate proficient use of proper mechanics, usage and spelling skills.		CAPT Writing Across the Disciplines: Editing and Revising
Knowledge of Language			
CC.11-12.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	CT.9-12.4.2.b Evaluate the impact of language as related to audience and purpose. CT.9-12.4.3.a Recognize the difference between standard and nonstandard English and use language appropriately.		CAPT Writing Across the Disciplines: Interdisciplinary Writing CAPT Reading Across the Disciplines: Response to Literature CAPT Writing Across the Disciplines: Editing and Revising

GRADES 11-12			
CCSS	CT Standard Match	District Correlation	CT Assessment
	<p>CT.9-12.4.2.a Use sentence patterns typical of spoken and written language to produce text.</p> <p>CT.9-12.4.1.b Recognize and understand variations between language patterns.</p> <p>CT.9-12.1.1.b Determine and apply the most effective means of monitoring comprehension and apply the appropriate strategies.</p>		
<p>CC.11-12.L.3.a Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>	<p>CT.9-12.4.1.b Recognize and understand variations between language patterns.</p>		<p>CAPT Writing Across the Disciplines: Interdisciplinary Writing</p>
Vocabulary Acquisition and Use			
<p>CC.11-12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p>	<p>CT.9-12.1.1.b Determine and apply the most effective means of monitoring comprehension and apply the appropriate strategies.</p>		

GRADES 11-12			
CCSS	CT Standard Match	District Correlation	CT Assessment
<p>CC.11-12.L.4.a 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.</p>	<p>CT.9-12.1.1.b Determine and apply the most effective means of monitoring comprehension and apply the appropriate strategies.</p>		<p>CAPT Writing Across the Disciplines: Interdisciplinary Writing</p> <p>CAPT Reading Across the Disciplines: Response to Literature</p> <p>CAPT Reading Across the Disciplines: Reading for Information E&R</p>
<p>CC.11-12.L.4.b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p>	<p>CT.9-12.1.3.d Develop vocabulary through listening, speaking, reading and writing.</p> <p>CT.9-12.1.3.a Use phonetic, structural, syntactical and contextual clues to read and understand words.</p>		<p>CAPT Writing Across the Disciplines: Interdisciplinary Writing</p> <p>CAPT Reading Across the Disciplines: Response to Literature</p> <p>CAPT Reading Across the Disciplines: Reading for Information</p> <p>CAPT Writing Across the Disciplines: Editing and Revising</p> <p>CAPT Writing Across the Disciplines: Interdisciplinary Writing</p>
<p>CC.11-12.L.4.c Consult general and specialized reference materials (e.g., dictionaries,</p>	<p>CT.9-12.4.3.c Use resources for proofreading and editing.</p>		

GRADES 11-12			
CCSS	CT Standard Match	District Correlation	CT Assessment
glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.	CT.9-12.3.2.d Research information from multiple sources for a specific purpose.		
CC.11-12.L.4.d 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).	CT.9-12.4.3.c Use resources for proofreading and editing. CT.9-12.1.3.a Use phonetic, structural, syntactical and contextual clues to read and understand words. CT.9-12.1.3.c Analyze the meaning of words and phrases in context.		CAPT Writing Across the Disciplines: Interdisciplinary Writing CAPT Reading Across the Disciplines: Response to Literature CAPT Reading Across the Disciplines: Reading for Information CAPT Writing Across the Disciplines: Editing and Revising
CC.11-12.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	CT.9-12.1.3.a Use phonetic, structural, syntactical and contextual clues to read and understand words.		CAPT Writing Across the Disciplines: Interdisciplinary Writing CAPT Reading Across the Disciplines: Response to Literature CAPT Reading Across the Disciplines: Reading for Information CAPT Writing Across the

GRADES 11-12			
CCSS	CT Standard Match	District Correlation	CT Assessment
			Disciplines: Editing and Revising
CC.11-12.L.5.a Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	CT.9-12.1.3.c Analyze the meaning of words and phrases in context.		CAPT Writing Across the Disciplines: Interdisciplinary Writing CAPT Reading Across the Disciplines: Response to Literature CAPT Reading Across the Disciplines: Reading for Information CAPT Writing Across the Disciplines: Editing and Revising
CC.11-12.L.5.b Vocabulary Acquisition and Use: Analyze nuances in the meaning of words with similar denotations.	CT.9-12.1.3.a Use phonetic, structural, syntactical and contextual clues to read and understand words.		CAPT Writing Across the Disciplines: Interdisciplinary Writing CAPT Reading Across the Disciplines: Response to Literature CAPT Reading Across the Disciplines: Reading for Information CAPT Writing Across the Disciplines: Editing and Revising

GRADES 11-12			
CCSS	CT Standard Match	District Correlation	CT Assessment
<p>CC.11-12.L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>CT.9-12.1.3.d Develop vocabulary through listening, speaking, reading and writing.</p> <p>CT.9-12.1.3.e Use content vocabulary appropriately and accurately (math, music, science, social studies, etc.).</p>		<p>CAPT Writing Across the Disciplines: Interdisciplinary Writing</p> <p>CAPT Reading Across the Disciplines: Reading for Information</p> <p>CAPT Writing Across the Disciplines: Editing and Revising</p> <p>CAPT Reading Across the Disciplines: Response to Literature</p>

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