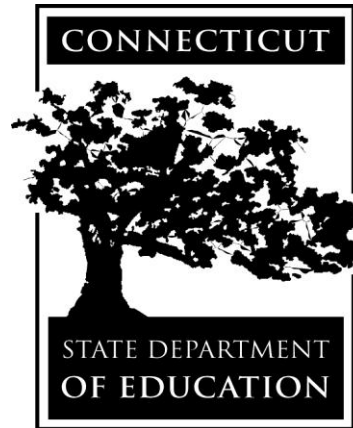


# **English Language Arts Crosswalk Common Core State Standards to Connecticut State Standards**



**Grades 11-12**

GRADES 11-12		
CCSS	CT Standard Match	ELL Framework Link
<b>READING STRAND: READING STANDARDS FOR LITERATURE</b>		
<b>Key Ideas and Details</b>		
<p><b>CC.11-12.R.L.1</b> 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><b>CT.11-12.1.1.e</b> Draw conclusions and use evidence to substantiate them by using texts heard, read and viewed.</p> <p><b>CT.11-12.1.1.f</b> Make and justify inferences from explicit and or implicit information</p> <p><b>CT.11-12.1.2.d</b> Make, support and defend judgments about texts.</p> <p><b>CT.11-12.2.2.b</b> Develop a critical stance and cite evidence to support the stance.</p> <p><b>CT.11-12.1.2.b</b> Interpret information that is implied in a text.</p> <p><b>CT.11-12.1.1.f</b> Make and justify inferences from explicit and or implicit information.</p>	<p><b>2:2-2.A.v (9-12)</b> Analyze, synthesize and construct meaning from text.</p> <p><b>2:2-2.A.y (9-12)</b> Interpret and respond to text.</p> <p><b>2:2-3.B.k (9-12)</b> Make inferences from explicit information.</p> <p><b>2:2-3.B.s (9-12)</b> Make inferences from implicit information.</p> <p><b>2:2-3.B.v (9-12)</b> Support interpretation with evidence from text.</p>
<p><b>CC.11-12.R.L.2</b> 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><b>CT.11-12.1.1.c</b> Select and organize relevant information from text to summarize.</p> <p><b>CT.11-12.1.2.d</b> Make, support and defend judgments about texts.</p>	<p><b>2:2-2.A.k (9-12)</b> Identify main idea and supporting details.</p> <p><b>2:2-2.A.n (9-12)</b> Select and organize relevant information.</p> <p><b>2:2-3.B.o (9-12)</b> Summarize the text.</p>

**GRADES 11-12**

<b>CCSS</b>	<b>CT Standard Match</b>	<b>ELL Framework Link</b>
	<p><b>CT.11-12.1.2.f</b> Identify and discuss the underlying theme or main idea in texts.</p> <p><b>CT.11-12.2.3.b</b> Compare/contrast and evaluate ideas, themes and/or issues across classical and contemporary texts</p> <p><b>CT.11-12.2.4.d</b> Analyze and evaluate themes and connections that cross cultures.</p>	<p><b>2:2-3.B.v (9-12)</b> Support interpretation with evidence from text.</p>
<p><b>CC.11-12.R.L.3</b> Analyze the impact of the author’s choices regarding how to develop and relate 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><b>CT.11-12.1.1.d</b> Identify, use and analyze text structures.</p> <p><b>CT.11-12.2.1.d</b> Analyze literary conventions and devices an author uses and how they contribute meaning and appeal.</p> <p><b>CT.11-12.2.4.f</b> Evaluate the effectiveness of the choices that authors, illustrators and filmmakers make to express political and social issues.</p> <p><b>CT.11-12.2.3.a</b> Discuss, analyze and evaluate how characters deal with the diversity of human experience and conflict.</p>	<p><b>2:2-2.A.m (9-12)</b> Retell, explain and expand the text to check comprehension explain and expand the text to check comprehension.</p> <p><b>2:2-2.A.s (9-12)</b> Recognize and use literary terms.</p> <p><b>2:2-2.A.z (9-12)</b> Recognize the elements of an author’s craft including literary devices.</p> <p><b>2:2-3.B.r (9-12)</b> Generate key questions about a text before, during and after reading.</p>

GRADES 11-12		
CCSS	CT Standard Match	ELL Framework Link
<b>Craft and Structure</b>		
<p><b>CC.11-12.R.L.4</b> 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><b>CT.11-12.1.3.a</b> Use phonetic, structural, syntactical and contextual clues to read and understand words.</p> <p><b>CT.11-12.1.3.c</b> Analyze the meaning of words and phrases in context.</p> <p><b>CT.11-12.2.1.d</b> Analyze literary conventions and devices an author uses and how they contribute meaning and appeal.</p> <p><b>CT.11-12.2.4.f</b> Evaluate the effectiveness of the choices that authors, illustrators and filmmakers make to express political and social issues.</p> <p><b>CT.11-12.1.2.b</b> Interpret information that is implied in a text.</p> <p><b>CT.11-12.1.3.c</b> Analyze the meaning of words and phrases in context.</p> <p><b>CT.11-12.4.2.b</b> Evaluate the impact of language as related to audience and purpose.</p> <p><b>CT.11-12.2.1.c</b> Explain and explore their own and others' aesthetic reactions to texts.</p>	<p><b>2:2-2.A.j (9-12)</b> Expand academic vocabulary.</p> <p><b>2:2-2.A.s (9-12)</b> Recognize and use literary terms.</p> <p><b>2:2-2.A.v (9-12)</b> Analyze, synthesize and construct meaning from text.</p> <p><b>2:2-3.B.f (9-12)</b> Use context to construct meaning.</p> <p><b>2:2-3.B.k (9-12)</b> Make inferences from explicit information.</p>

**GRADES 11-12**

<b>CCSS</b>	<b>CT Standard Match</b>	<b>ELL Framework Link</b>
<p><b>CC.11-12.R.L.5</b> 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><b>CT.11-12.1.1.d</b> Identify, use and analyze text structures.</p> <p><b>CT.11-12.2.1.a</b> Identify the various conventions within a genre and apply this understanding to the evaluation of the text.</p> <p><b>CT.11-12.2.4.a</b> Analyze and evaluate the basic beliefs, perspectives and assumptions underlying an author's work.</p>	<p><b>2:2-2.A.l (9-12)</b> Read a story and represent the sequence of events through pictures, words, music or drama.</p> <p><b>2:2-2.A.y (9-12)</b> Interpret and respond to text.</p> <p><b>2:2-2.A.z (9-12)</b> Recognize the elements of an author’s craft including literary devices.</p> <p><b>2:2-3.B.r (9-12)</b> Generate key questions about a text before, during and after reading.</p>
<p><b>CC.11-12.R.L.6</b> 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><b>CT.11-12.1.1.f</b> Make and justify inferences from explicit and or implicit information.</p> <p><b>CT.11-12.2.4.a</b> Analyze and evaluate the basic beliefs, perspectives and assumptions underlying an author's work.</p>	<p><b>2:2-2.A.q (9-12)</b> Answer literal and inferential questions about grade-appropriate texts.</p> <p><b>2:2-2.A.z (9-12)</b> Recognize the elements of an author’s craft including literary devices.</p> <p><b>2:2-3.B.k (9-12)</b> Make inferences from explicit information.</p> <p><b>2:2-3.B.s (9-12)</b> Make inferences from implicit information.</p>

<b>GRADES 11-12</b>		
<b>CCSS</b>	<b>CT Standard Match</b>	<b>ELL Framework Link</b>
<b>Integration of Knowledge and Ideas</b>		
<p><b>CC.11-12.R.L.7</b> 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><b>CT.11-12.1.1.e</b> Draw conclusions and use evidence to substantiate them by using texts heard, read and viewed.</p> <p><b>CT.11-12.2.4.b</b> Discuss how the experiences of an author influence the text.</p> <p><b>CT.11-12.2.2.a</b> Develop and defend multiple responses to literature using individual connections and relevant text references.</p>	<p><b>2:2-2.A.i (9-12)</b> Explore a variety of genre.</p> <p><b>2:2-2.A.v (9-12)</b> Analyze, synthesize and construct meaning from text.</p> <p><b>2:2-2.A.x (9-12)</b> Go beyond the text to enhance meaning.</p> <p><b>2:2-2.A.y (9-12)</b> Interpret and respond to text.</p> <p><b>2:2-3.B.v (9-12)</b> Support interpretation with evidence from text.</p>
<p><b>CC.11-12.R.L.8</b> (Not applicable to literature.)</p>		
<p><b>CC.11-12.R.L.9</b> 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><b>CT.11-12.2.3.b</b> Compare/contrast and evaluate ideas, themes and/or issues across classical and contemporary texts.</p>	<p><b>2:2-2.A.e (9-12)</b> Connect prior knowledge to new information.</p> <p><b>2:2-2.A.w (9-12)</b> Critique and evaluate text.</p> <p><b>2:2-3.B.i (9-12)</b> Make text-to-self, text-to-text and text-to-world connections and text-to-world connections.</p> <p><b>2:2-3.B.k (9-12)</b> Make inferences from explicit information.</p>

<b>GRADES 11-12</b>		
<b>CCSS</b>	<b>CT Standard Match</b>	<b>ELL Framework Link</b>
		<b>2:2-3.B.s (9-12)</b> Make inferences from implicit information.
<b>Range of Reading and level of Text Complexity</b>		
<p><b>CC.11-12.R.L.10</b> 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>	<p><b>CT.11-12.1.2.g</b> Choose a variety of genres to read for personal enjoyment.</p> <p><b>CT.11-12.1.1.a</b> Activate prior knowledge, establish purposes for reading and adjust the purposes while reading.</p> <p><b>CT.11-12.1.1.b</b> Determine and apply the most effective means of monitoring comprehension and apply the appropriate strategies.</p>	<p><b>2:2-2.A.g (9-12)</b> Develop fluency.</p> <p><b>2:2-2.A.i (9-12)</b> Explore a variety of genre.</p> <p><b>2:2-2.A.r (9-12)</b> Increase fluency.</p> <p><b>2:2-3.A.c (9-12)</b> Recognize the need for and seek assistance.</p> <p><b>2:2-3.A.d (9-12)</b> Know when to use native language resources.</p>
<b>READING STRAND: READING STANDARDS FOR INFORMATIONAL TEXT</b>		
<b>Key Ideas and Details</b>		
<p><b>CC.11-12.R.I.1</b> 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><b>CT.11-12.1.1.e</b> Draw conclusions and use evidence to substantiate them by using texts heard, read and viewed.</p> <p><b>CT.11-12.1.1.f</b> Make and justify inferences from explicit and or implicit information.</p> <p><b>CT.11-12.2.2.b</b> Develop a critical stance and cite evidence to support the stance.</p>	<p><b>2:2-2.A.n (9-12)</b> Select and organize relevant information.</p> <p><b>2:2-2.A.y (9-12)</b> Interpret and respond to text.</p> <p><b>2:2-3.B.k (9-12)</b> Make inferences from explicit information</p> <p><b>2:2-3.B.s (9-12)</b> Make inferences from implicit information.</p>

GRADES 11-12		
CCSS	CT Standard Match	ELL Framework Link
		<p><b>2:2-3.B.v (9-12)</b> Support interpretation with evidence from text.</p>
<p><b>CC.11-12.R.I.2</b> 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><b>CT.11-12.2.3.b</b> Compare/contrast and evaluate ideas, themes and/or issues across classical and contemporary texts.</p> <p><b>CT.11-12.1.2.f</b> Identify and discuss the underlying theme or main idea in texts.</p> <p><b>CT.11-12.1.2.d</b> Make, support and defend judgments about texts.</p> <p><b>CT.11-12.1.1.c</b> Select and organize relevant information from text to summarize.</p>	<p><b>2:2-2.A.k (9-12)</b> Identify main idea and supporting details.</p> <p><b>2:2-2.A.l (9-12)</b> Read a story and represent the sequence of events through pictures, words, music or drama.</p> <p><b>2:2-2.A.n (9-12)</b> Select and organize relevant information.</p> <p><b>2:2-2.A.v (9-12)</b> Analyze, synthesize and construct meaning from text.</p> <p><b>2:2-3.B.o (9-12)</b> Summarize the text.</p>
<p><b>CC.11-12.R.I.3</b> 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><b>CT.11-12.1.1.d</b> Identify, use and analyze text structures.</p>	<p><b>2:2-2.A.l (9-12)</b> Read a story and represent the sequence of events through pictures, words, music or drama.</p> <p><b>2:2-2.A.u (9-12)</b> Develop a critical stance.</p> <p><b>2:2-2.A.v (9-12)</b> Analyze, synthesize and construct meaning from text.</p>



<b>GRADES 11-12</b>		
<b>CCSS</b>	<b>CT Standard Match</b>	<b>ELL Framework Link</b>
<b>Craft and Structure</b>		
<p><b>CC.11-12.R.I.4</b> 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><b>CT.11-12.1.3.a</b> Use phonetic, structural, syntactical and contextual clues to read and understand words.</p> <p><b>CT.11-12.1.3.d</b> Develop vocabulary through listening, speaking, reading and writing.</p> <p><b>CT.11-12.2.1.d</b> Analyze literary conventions and devices an author uses and how they contribute meaning and appeal.</p> <p><b>CT.11-12.2.4.f</b> Evaluate the effectiveness of the choices that authors, illustrators and filmmakers make to express political and social issues.</p> <p><b>CT.11-12.1.3.c</b> Analyze the meaning of words and phrases in context.</p>	<p><b>2:2-2.A.b (9-12)</b> Develop phonological and phonemic awareness in English.</p> <p><b>2:2-2.A.h (9-12)</b> Recognize common word parts.</p> <p><b>2:2-2.A.j (9-12)</b> Expand academic vocabulary.</p> <p><b>2:2-3.B.u (9-12)</b> Use knowledge of common word parts to learn new words and aid in comprehension.</p>
<p><b>CC.11-12.R.I.5</b> 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><b>CT.11-12.1.1.d</b> Identify, use and analyze text structures.</p>	<p><b>2:2-2.A.o (9-12)</b> Respond to fiction and nonfiction text.</p> <p><b>2:2-2.A.v (9-12)</b> Analyze, synthesize and construct meaning from text.</p> <p><b>2:2-2.A.w (9-12)</b> Critique and evaluate text.</p>

<b>GRADES 11-12</b>		
<b>CCSS</b>	<b>CT Standard Match</b>	<b>ELL Framework Link</b>
		<b>2:2-3.B.n (9-12)</b> Form an initial reaction to the text.
<b>CC.11-12.R.I.6</b> Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	<b>CT.11-12.1.2.d</b> Make, support and defend judgments about texts.  <b>CT.11-12.2.4.a</b> Analyze and evaluate the basic beliefs, perspectives and assumptions underlying an author's work.  <b>CT.11-12.2.4.f</b> Evaluate the effectiveness of the choices that authors, illustrators and filmmakers make to express political and social issues.  <b>CT.11-12.1.2.b</b> Interpret information that is implied in a text.  <b>CT.11-12.1.1.f</b> Make and justify inferences from explicit and or implicit information.	<b>2:2-2.A.w (9-12)</b> Critique and evaluate text.  <b>2:2-2.A.z (9-12)</b> Recognize the elements of an author’s craft including literary devices.  <b>2:2-3.B.k (9-12)</b> Make inferences from explicit information.  <b>2:2-3.B.n (9-12)</b> Form an initial reaction to the text.  <b>2:2-3.B.s (9-12)</b> Make inferences from implicit information.
<b>Integration of Knowledge and Ideas</b>		
<b>CC.11-12.R.I.7</b> 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.	<b>CT.11-12.3.2.d</b> Research information from multiple sources for a specific purpose.  <b>CT.11-12.3.2.e</b> Evaluate the validity of primary and secondary sources of information to authenticate research.	<b>2:2-2.A.i (9-12)</b> Explore a variety of genre.  <b>2:2-2.C.c (9-12)</b> Use appropriate visual, print and auditory sources.  <b>2:2-2.C.g (9-12)</b> Select and organize information from appropriate sources for a specific purpose.

GRADES 11-12		
CCSS	CT Standard Match	ELL Framework Link
		<b>2:2-2.C.1 (9-12)</b> Draw conclusions from selected sources.
<b>CC.11-12.R.I.8</b> 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).	<b>CT.11-12.1.4.a</b> Respond to the ideas of others and recognize the validity of differing views.  <b>CT.11-12.2.2.b</b> Develop a critical stance and cite evidence to support the stance.  <b>CT.11-12.1.1.f</b> Make and justify inferences from explicit and or implicit information.  <b>CT.11-12.1.2.c</b> Distinguish between fact and opinion.  <b>CT.11-12.3.2.e</b> Evaluate the validity of primary and secondary sources of information to authenticate research.  <b>CT.11-12.2.4.a</b> Analyze and evaluate the basic beliefs, perspectives and assumptions underlying an author's work.  <b>CT.11-12.2.4.b</b> Discuss how the experiences of an author influence the text.	<b>2:2-2.A.u (9-12)</b> Develop a critical stance.  <b>2:2-2.A.v (9-12)</b> Analyze, synthesize and construct meaning from text.  <b>2:2-2.A.w (9-12)</b> Critique and evaluate text.  <b>2:2-2.A.y (9-12)</b> Interpret and respond to text.  <b>2:2-3.B.i (9-12)</b> Make text-to-self, text-to-text and text-to-world connections and text-to-world connections.

<b>GRADES 11-12</b>		
<b>CCSS</b>	<b>CT Standard Match</b>	<b>ELL Framework Link</b>
<p><b>CC.11-12.R.I.9</b> 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><b>CT.11-12.2.3.b</b> Compare/contrast and evaluate ideas, themes and/or issues across classical and contemporary texts.</p> <p><b>CT.11-12.1.2.c</b> Distinguish between fact and opinion.</p> <p><b>CT.11-12.2.4.a</b> Analyze and evaluate the basic beliefs, perspectives and assumptions underlying an author's work.</p> <p><b>CT.11-12.2.4.b</b> Discuss how the experiences of an author influence the text.</p>	<p><b>2:2-2.A.t (9-12)</b> Interpret text.</p> <p><b>2:2-2.A.v (9-12)</b> Analyze, synthesize and construct meaning from text.</p> <p><b>2:2-2.A.w (9-12)</b> Critique and evaluate text.</p> <p><b>2:2-3.B.i (9-12)</b> Make text-to-self, text-to-text and text-to-world connections and text-to-world connections.</p> <p><b>2:2-3.B.k (9-12)</b> Make inferences from explicit information.</p>
<b>Range of Reading and Level of Text Complexity</b>		
<p><b>CC.11-12.R.I.10</b> 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>	<p><b>CT.11-12.1.2.g</b> Choose a variety of genres to read for personal enjoyment.</p> <p><b>CT.11-12.1.1.a</b> Activate prior knowledge, establish purposes for reading and adjust the purposes while reading.</p> <p><b>CT.11-12.1.1.b</b> Determine and apply the most effective means of monitoring comprehension and apply the appropriate strategies.</p>	<p><b>2:2-2.A.d (9-12)</b> Expand knowledge of content.</p> <p><b>2:2-2.A.i (9-12)</b> Explore a variety of genre.</p> <p><b>2:2-2.A.j (9-12)</b> Expand academic vocabulary.</p> <p><b>2:2-2.A.r (9-12)</b> Increase fluency.</p>

**GRADES 11-12**

<b>CCSS</b>	<b>CT Standard Match</b>	<b>ELL Framework Link</b>
		<b>2:2-3.B.t (9-12)</b> Monitor comprehension while reading and self-correct.

GRADES 11-12		
CCSS	CT Standard Match	ELL Framework Link
<b>WRITING STRAND: WRITING STANDARDS</b>		
<b>Text Types and Purposes</b>		
<p><b>CC.11-12.W.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p><b>CT.11-12.3.1.c</b> Use the appropriate features of persuasive, narrative, expository or poetic writing.</p> <p><b>CT.11-12.3.2.a</b> Determine purpose, point of view and audience, and choose an appropriate written, oral or visual format.</p> <p><b>CT.11-12.3.2.d</b> Research information from multiple sources for a specific purpose.</p> <p><b>CT.11-12.3.2.e</b> Evaluate the validity of primary and secondary sources of information to authenticate research.</p>	<p><b>2:2-2.B.1 (9-12)</b> Develop clear ideas with supporting details and evidence.</p> <p><b>2:2-2.B.q (9-12)</b> Write expository and persuasive essays.</p> <p><b>2:2-2.C.m (9-12)</b> Document and justify ideas using evidence from text.</p> <p><b>2:2-3.C.p (9-12)</b> Use elaboration and specific details.</p> <p><b>2:2-3.C.r (9-12)</b> Use the conventions of persuasion.</p>
<p><b>CC.11-12.W.1.a</b> 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.</p>	<p><b>CT.11-12.3.2.b</b> Apply the most effective processes to create and present a written, oral or visual piece.</p> <p><b>CT.11-12.3.1.c</b> Use the appropriate features of persuasive, narrative, expository or poetic writing.</p> <p><b>CT.11-12.3.2.a</b> Determine purpose, point of view and audience, and choose an appropriate written, oral or visual format.</p>	<p><b>2:2-2.B.1 (9-12)</b> Develop clear ideas with supporting details and evidence.</p> <p><b>2:2-2.B.q (9-12)</b> Write expository and persuasive essays.</p> <p><b>2:2-2.C.m (9-12)</b> Document and justify ideas using evidence from text.</p> <p><b>2:2-3.C.p (9-12)</b> Use elaboration and specific details.</p>

**GRADES 11-12**

CCSS	CT Standard Match	ELL Framework Link
	<p><b>CT.11-12.3.2.d</b> Research information from multiple sources for a specific purpose.</p> <p><b>CT.11-12.3.2.e</b> Evaluate the validity of primary and secondary sources of information to authenticate research.</p> <p><b>CT.11-12.1.4.a</b> Respond to the ideas of others and recognize the validity of differing views.</p>	<p><b>2:2-3.C.r (9-12)</b> Use the conventions of persuasion.</p>
<p><b>CC.11-12.W.1.b</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.</p>	<p><b>CT.11-12.1.4.a</b> Respond to the ideas of others and recognize the validity of differing views.</p> <p><b>CT.11-12.3.1.c</b> Use the appropriate features of persuasive, narrative, expository or poetic writing.</p> <p><b>CT.11-12.3.2.a</b> Determine purpose, point of view and audience, and choose an appropriate written, oral or visual format.</p> <p><b>CT.11-12.3.2.d</b> Research information from multiple sources for a specific purpose.</p> <p><b>CT.11-12.3.2.e</b> Evaluate the validity of primary and secondary sources of information to authenticate research.</p> <p><b>CT.11-12.3.2.b</b> Apply the most effective processes to create and present a written, oral or visual piece.</p>	<p><b>2:2-2.B.l (9-12)</b> Develop clear ideas with supporting details and evidence.</p> <p><b>2:2-2.B.m (9-12)</b> Adjust language, as appropriate, to audience, purpose and task.</p> <p><b>2:2-2.B.q (9-12)</b> Write expository and persuasive essays.</p> <p><b>2:2-2.C.m (9-12)</b> Document and justify ideas using evidence from text.</p> <p><b>2:2-3.C.r (9-12)</b> Use the conventions of persuasion.</p>

**GRADES 11-12**

<b>CCSS</b>	<b>CT Standard Match</b>	<b>ELL Framework Link</b>
<p><b>CC.11-12.W.1.c</b> 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><b>CT.11-12.3.2.a</b> Determine purpose, point of view and audience, and choose an appropriate written, oral or visual format.</p> <p><b>CT.11-12.4.3.b</b> Demonstrate proficient use of proper mechanics, usage and spelling skills.</p> <p><b>CT.11-12.3.2.c</b> Revise texts for organization, elaboration, fluency and clarity.</p> <p><b>CT.11-12.3.2.d</b> Research information from multiple sources for a specific purpose.</p> <p><b>CT.11-12.3.2.e</b> Evaluate the validity of primary and secondary sources of information to authenticate research.</p>	<p><b>2:2-2.B.l (9-12)</b> Develop clear ideas with supporting details and evidence.</p> <p><b>2:2-2.B.p (9-12)</b> Use linguistic transitional elements (first, next, then).</p> <p><b>2:2-2.B.q (9-12)</b> Write expository and persuasive essays.</p> <p><b>2:2-3.C.q (9-12)</b> Use sequencing.</p> <p><b>2:2-3.C.r (9-12)</b> Use the conventions of persuasion.</p>
<p><b>CC.11-12.W.1.d</b> 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><b>CT.11-12.3.2.a</b> Determine purpose, point of view and audience, and choose an appropriate written, oral or visual format.</p> <p><b>CT.11-12.3.2.b</b> Apply the most effective processes to create and present a written, oral or visual piece.</p> <p><b>CT.11-12.3.2.c</b> Revise texts for organization, elaboration, fluency and clarity.</p>	<p><b>2:2-2.B.m (9-12)</b> Adjust language, as appropriate, to audience, purpose and task.</p> <p><b>2:2-2.B.o (9-12)</b> Write for a purpose, considering the audience.</p> <p><b>3:3-1.A.m (9-12)</b> Evaluate and adjust effectiveness of communication.</p>



**GRADES 11-12**

CCSS	CT Standard Match	ELL Framework Link
	<p><b>CT.11-12.3.1.c</b> Use the appropriate features of persuasive, narrative, expository or poetic writing.</p> <p><b>CT.11-12.4.3.a</b> Recognize the difference between standard and nonstandard English and use language appropriately.</p> <p><b>CT.11-12.4.2.a</b> Use sentence patterns typical of spoken and written language to produce text.</p> <p><b>CT.11-12.4.3.b</b> Demonstrate proficient use of proper mechanics, usage and spelling skills.</p>	<p><b>3:3-1.A.n (9-12)</b> Recognize and apply the style of speech appropriate to a given situation.</p> <p><b>3:3-1.A.q (9-12)</b> Use appropriate language for written business and social transactions.</p>
<p><b>CC.11-12.W.1.e</b> Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p><b>CT.11-12.3.2.c</b> Revise texts for organization, elaboration, fluency and clarity.</p> <p><b>CT.11-12.3.1.c</b> Use the appropriate features of persuasive, narrative, expository or poetic writing.</p>	<p><b>2:2-2.B.l (9-12)</b> Develop clear ideas with supporting details and evidence.</p> <p><b>2:2-2.B.q (9-12)</b> Write expository and persuasive essays.</p> <p><b>2:2-3.C.p (9-12)</b> Use elaboration and specific details.</p> <p><b>2:2-3.C.r (9-12)</b> Use the conventions of persuasion.</p>

**GRADES 11-12**

<b>CCSS</b>	<b>CT Standard Match</b>	<b>ELL Framework Link</b>
<p><b>CC.11-12.W.2</b> 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><b>CT.11-12.3.1.c</b> Use the appropriate features of persuasive, narrative, expository or poetic writing.</p> <p><b>CT.11-12.3.2.d</b> Research information from multiple sources for a specific purpose.</p>	<p><b>2:2-2.B.l (9-12)</b> Develop clear ideas with supporting details and evidence.</p> <p><b>2:2-2.B.q (9-12)</b> Write expository and persuasive essays.</p> <p><b>2:2-2.C.l (9-12)</b> Draw conclusions from selected sources.</p> <p><b>2:2-3.C.p (9-12)</b> Use elaboration and specific details.</p> <p><b>2:2-3.C.q (9-12)</b> Use sequencing.</p>
<p><b>CC.11-12.W.2.a</b> 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><b>CT.11-12.3.2.a</b> Determine purpose, point of view and audience, and choose an appropriate written, oral or visual format.</p> <p><b>CT.11-12.3.2.b</b> Apply the most effective processes to create and present a written, oral or visual piece.</p> <p><b>CT.11-12.3.2.c</b> Revise texts for organization, elaboration, fluency and clarity.</p> <p><b>CT.11-12.3.2.f</b> Publish and/or present final products in a myriad of ways, including the use of the arts and technology.</p>	<p><b>2:2-2.B.l (9-12)</b> Develop clear ideas with supporting details and evidence.</p> <p><b>2:2-3.C.k (9-12)</b> Use technology to enhance writing.</p> <p><b>2:2-3.C.p (9-12)</b> Use elaboration and specific details.</p>

**GRADES 11-12**

<b>CCSS</b>	<b>CT Standard Match</b>	<b>ELL Framework Link</b>
<p><b>CC.11-12.W.2.b</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><b>CT.11-12.3.2.b</b> Apply the most effective processes to create and present a written, oral or visual piece.</p> <p><b>CT.11-12.3.2.d</b> Research information from multiple sources for a specific purpose.</p> <p><b>CT.11-12.3.2.a</b> Determine purpose, point of view and audience, and choose an appropriate written, oral or visual format.</p> <p><b>CT.11-12.3.1.c</b> Use the appropriate features of persuasive, narrative, expository or poetic writing.</p>	<p><b>2:2-2.B.l (9-12)</b> Develop clear ideas with supporting details and evidence.</p> <p><b>2:2-2.B.m (9-12)</b> Adjust language, as appropriate, to audience, purpose and task.</p> <p><b>2:2-2.B.o (9-12)</b> Write for a purpose, considering the audience.</p> <p><b>2:2-2.C.m (9-12)</b> Document and justify ideas using evidence from text.</p> <p><b>2:2-3.C.p (9-12)</b> Use elaboration and specific details.</p>
<p><b>CC.11-12.W.2.c</b> 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><b>CT.11-12.4.2.a</b> Use sentence patterns typical of spoken and written language to produce text.</p> <p><b>CT.11-12.4.3.b</b> Demonstrate proficient use of proper mechanics, usage and spelling skills.</p> <p><b>CT.11-12.3.2.c</b> Revise texts for organization, elaboration, fluency and clarity.</p>	<p><b>2:2-2.B.l (9-12)</b> Develop clear ideas with supporting details and evidence.</p> <p><b>2:2-2.B.p (9-12)</b> Use linguistic transitional elements (first, next, then).</p> <p><b>2:2-3.C.p (9-12)</b> Use elaboration and specific details.</p> <p><b>2:2-3.C.q (9-12)</b> Use sequencing.</p>

**GRADES 11-12**

<b>CCSS</b>	<b>CT Standard Match</b>	<b>ELL Framework Link</b>
<p><b>CC.11-12.W.2.d</b> Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p>	<p><b>CT.11-12.1.3.e</b> Use content vocabulary appropriately and accurately (math, music, science, social studies, etc.).</p> <p><b>CT.11-12.4.2.a</b> Use sentence patterns typical of spoken and written language to produce text.</p>	<p><b>2:2-1.C.h (9-12)</b> Produce increasingly complex language.</p> <p><b>2:2-2.A.j (9-12)</b> Expand academic vocabulary.</p> <p><b>2:2-2.B.m (9-12)</b> Adjust language, as appropriate, to audience, purpose and task.</p>
<p><b>CC.11-12.W.2.e</b> 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><b>CT.11-12.4.3.a</b> Recognize the difference between standard and nonstandard English and use language appropriately.</p> <p><b>CT.11-12.4.3.b</b> Demonstrate proficient use of proper mechanics, usage and spelling skills.</p> <p><b>CT.11-12.4.2.a</b> Use sentence patterns typical of spoken and written language to produce text.</p> <p><b>CT.11-12.4.2.b</b> Evaluate the impact of language as related to audience and purpose.</p> <p><b>CT.11-12.3.2.a</b> Determine purpose, point of view and audience, and choose an appropriate written, oral or visual format.</p>	<p><b>2:2-1.C.g (9-12)</b> Recognize and use complex syntax.</p> <p><b>2:2-2.B.m (9-12)</b> Adjust language, as appropriate, to audience, purpose and task.</p> <p><b>2:2-2.B.o (9-12)</b> Write for a purpose, considering the audience.</p> <p><b>3:3-1.A.n (9-12)</b> Recognize and apply the style of speech appropriate to a given situation</p> <p><b>3:3-1.A.p (9-12)</b> Understand cultural factors that affect meaning.</p>

<b>GRADES 11-12</b>		
<b>CCSS</b>	<b>CT Standard Match</b>	<b>ELL Framework Link</b>
	<b>CT.11-12.3.1.c</b> Use the appropriate features of persuasive, narrative, expository or poetic writing.	
<b>CC.11-12.W.2.f</b> 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).	<b>CT.11-12.3.2.c</b> Revise texts for organization, elaboration, fluency and clarity.  <b>CT.11-12.3.1.c</b> Use the appropriate features of persuasive, narrative, expository or poetic writing.	<b>2:2-2.B.l (9-12)</b> Develop clear ideas with supporting details and evidence.  <b>2:2-2.B.q (9-12)</b> Write expository and persuasive essays.  <b>2:2-3.C.p (9-12)</b> Use elaboration and specific details.
<b>CC.11-12.W.3</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	<b>CT.11-12.3.1.c</b> Use the appropriate features of persuasive, narrative, expository or poetic writing.  <b>CT.11-12.3.1.d</b> Write to delight in the imagination.	<b>2:2-2.B.i (9-12)</b> Write a narrative.  <b>2:2-2.B.l (9-12)</b> Develop clear ideas with supporting details and evidence.  <b>2:2-2.B.p (9-12)</b> Use linguistic transitional elements (first, next, then).  <b>2:2-3.C.p (9-12)</b> Use elaboration and specific details.  <b>2:2-3.C.q (9-12)</b> Use sequencing.

**GRADES 11-12**

<b>CCSS</b>	<b>CT Standard Match</b>	<b>ELL Framework Link</b>
<p><b>CC.11-12.W.3.a</b> 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><b>CT.11-12.3.1.c</b> Use the appropriate features of persuasive, narrative, expository or poetic writing.</p> <p><b>CT.11-12.3.1.d</b> Write to delight in the imagination.</p> <p><b>CT.11-12.3.2.b</b> Apply the most effective processes to create and present a written, oral or visual piece.</p>	<p><b>2:2-2.B.i (9-12)</b> Write a narrative.</p> <p><b>2:2-2.B.l (9-12)</b> Develop clear ideas with supporting details and evidence.</p> <p><b>2:2-2.B.p (9-12)</b> Use linguistic transitional elements (first, next, then).</p> <p><b>2:2-3.C.p (9-12)</b> Use elaboration and specific details.</p> <p><b>2:2-3.C.q (9-12)</b> Use sequencing.</p>
<p><b>CC.11-12.W.3.b</b> Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p>	<p><b>CT.11-12.3.1.c</b> Use the appropriate features of persuasive, narrative, expository or poetic writing.</p> <p><b>CT.11-12.3.1.d</b> Write to delight in the imagination.</p>	<p><b>2:2-1.C.c (9-12)</b> Produce original sentences with increasing accuracy.</p> <p><b>2:2-1C.i (9-12)</b> Communicate clearly and precisely.</p> <p><b>2:2-2.B.i (9-12)</b> Write a narrative.</p> <p><b>2:2-2.B.l (9-12)</b> Develop clear ideas with supporting details and evidence.</p> <p><b>2:2-3.C.q (9-12)</b> Use sequencing.</p>

**GRADES 11-12**

<b>CCSS</b>	<b>CT Standard Match</b>	<b>ELL Framework Link</b>
<p><b>CC.11-12.W.3.c</b> 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 mystery, suspense, growth, or resolution).</p>	<p><b>CT.11-12.3.1.c</b> Use the appropriate features of persuasive, narrative, expository or poetic writing.</p>	<p><b>2:2-2.B.p (9-12)</b> Use linguistic transitional elements (first, next, then).</p> <p><b>2:2-2.B.q (9-12)</b> Write expository and persuasive essays.</p> <p><b>2:2-3.C.p (9-12)</b> Use elaboration and specific details.</p> <p><b>3:3-1.A.d (9-12)</b> Use acceptable tone and volume.</p>
<p><b>CC.11-12.W.3.d</b> Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>	<p><b>CT.11-12.3.1.c</b> Use the appropriate features of persuasive, narrative, expository or poetic writing.</p> <p><b>CT.11-12.3.1.d</b> Write to delight in the imagination.</p>	<p><b>2:2-2.B.l (9-12)</b> Develop clear ideas with supporting details and evidence.</p> <p><b>2:2-3.C.c (9-12)</b> Use observations and experiences (especially family and cultural).</p> <p><b>2:2-3.C.p (9-12)</b> Use elaboration and specific details.</p> <p><b>2:2-3.C.q (9-12)</b> Use sequencing.</p>
<p><b>CC.11-12.W.3.e</b> Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p><b>CT.11-12.3.1.c</b> Use the appropriate features of persuasive, narrative, expository or poetic writing.</p>	<p><b>2:2-2.B.i (9-12)</b> Write a narrative.</p> <p><b>2:2-2.B.l (9-12)</b> Develop clear ideas with supporting details and evidence.</p>

<b>GRADES 11-12</b>		
<b>CCSS</b>	<b>CT Standard Match</b>	<b>ELL Framework Link</b>
		<b>2:2-3.C.p (9-12)</b> Use elaboration and specific details.
<b>Production and Distribution of Writing</b>		
<b>CC.11-12.W.4</b> 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.)	<b>CT.11-12.3.1.c</b> Use the appropriate features of persuasive, narrative, expository or poetic writing.  <b>CT.11-12.3.2.a</b> Determine purpose, point of view and audience, and choose an appropriate written, oral or visual format.  <b>CT.11-12.3.2.c</b> Revise texts for organization, elaboration, fluency and clarity.  <b>CT.11-12.3.2.d</b> Research information from multiple sources for a specific purpose.  <b>CT.11-12.3.2.e</b> Evaluate the validity of primary and secondary sources of information to authenticate research.  <b>CT.11-12.3.2.f</b> Publish and/or present final products in a myriad of ways, including the use of the arts and technology.	<b>2:2-2.B.l (9-12)</b> Develop clear ideas with supporting details and evidence.  <b>2:2-2.B.m (9-12)</b> Adjust language, as appropriate, to audience, purpose and task.  <b>2:2-2.B.o (9-12)</b> Write for a purpose, considering the audience.  <b>2:2-1.C.i (9-12)</b> Communicate clearly and precisely.  <b>2:2-3.C.p (9-12)</b> Use elaboration and specific details.



**GRADES 11-12**

<b>CCSS</b>	<b>CT Standard Match</b>	<b>ELL Framework Link</b>
<p><b>CC.11-12.W.5</b> 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><b>CT.11-12.3.2.a</b> Determine purpose, point of view and audience, and choose an appropriate written, oral or visual format.</p> <p><b>CT.11-12.3.2.c</b> Revise texts for organization, elaboration, fluency and clarity.</p> <p><b>CT.11-12.4.3.c</b> Use resources for proofreading and editing.</p>	<p><b>2:2-2.B.d (9-12)</b> Engage in effective pre-writing activities (brainstorming, discussing, graphic organizers, etc.).</p> <p><b>2:2-2.B.h (9-12)</b> Publish and share final products.</p> <p><b>2:2-2.B.j (9-12)</b> Revise, expand and edit a draft with teacher assistance.</p> <p><b>2:2-2.B.o (9-12)</b> Write for a purpose, considering the audience.</p> <p><b>2:2-3.C.g (9-12)</b> Seek advice of teacher or peer to revise, expand and edit a draft (writing conferences) teacher or peer to revise, expand and edit a draft (writing conferences).</p>
<p><b>CC.11-12.W.6</b> 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><b>CT.11-12.3.2.f</b> Publish and/or present final products in a myriad of ways, including the use of the arts and technology.</p>	<p><b>2:2-2.B.h (9-12)</b> Publish and share final products.</p> <p><b>2:2-3.C.k (9-12)</b> Use technology to enhance writing.</p>

**GRADES 11-12**

CCSS	CT Standard Match	ELL Framework Link
<b>Research to Build and Present Knowledge</b>		
<p><b>CC.11-12.W.7</b>            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.</p>	<p><b>CT.11-12.3.2.d</b>            Research information from multiple sources for a specific purpose.</p> <p><b>CT.11-12.3.2.e</b>            Evaluate the validity of primary and secondary sources of information to authenticate research.</p>	<p><b>2:2-2.C.a (9-12)</b>            Generate questions for gathering data.</p> <p><b>2:2-2.C.b (9-12)</b>            Observe and record information.</p> <p><b>2:2-2.C.e (9-12)</b>            Use available technology to gather information.</p> <p><b>2:2-2.C.g (9-12)</b>            Select and organize information from appropriate sources for a specific purpose.</p> <p><b>2:2-2.C.l (9-12)</b>            Draw conclusions from selected sources.</p>
<p><b>CC.11-12.W.8</b>            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><b>CT.11-12.3.2.d</b>            Research information from multiple sources for a specific purpose.</p> <p><b>CT.11-12.3.2.e</b>            Evaluate the validity of primary and secondary sources of information to authenticate research.</p>	<p><b>2:2-2.C.e (9-12)</b>            Use available technology to gather information.</p> <p><b>2:2-2.C.g (9-12)</b>            Select and organize information from appropriate sources for a specific purpose.</p> <p><b>2:2-2.C.k (9-12)</b>            Locate and research information on academic topics from multiple sources.</p> <p><b>2:2-2.C.l (9-12)</b>            Draw conclusions from selected sources.</p> <p><b>2:2-3.C.m (9-12)</b>            Use references materials (dictionaries, thesauruses, grammar books).</p>

**GRADES 11-12**

<b>CCSS</b>	<b>CT Standard Match</b>	<b>ELL Framework Link</b>
<p><b>CC.11-12.W.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><b>CT.11-12.1.1.e</b> Draw conclusions and use evidence to substantiate them by using texts heard, read and viewed.</p> <p><b>CT.11-12.3.2.d</b> Research information from multiple sources for a specific purpose.</p> <p><b>CT.11-12.3.2.e</b> Evaluate the validity of primary and secondary sources of information to authenticate research.</p>	<p><b>2:2-2.B.1 (9-12)</b> Develop clear ideas with supporting details and evidence.</p> <p><b>2:2-2.C.g (9-12)</b> Select and organize information from appropriate sources for a specific purpose.</p> <p><b>2:2-2.C.k (9-12)</b> Locate and research information on academic topics from multiple sources.</p> <p><b>2:2-2.C.l (9-12)</b> Draw conclusions from selected sources.</p> <p><b>2:2-2.C.m (9-12)</b> Document and justify ideas using evidence from text.</p>
<p><b>CC.11-12.W.9.a</b> 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><b>CT.11-12.2.4.e</b> Interpret, analyze and evaluate the influence of culture, history and ethnicity on themes and issues in literature.</p>	

<b>GRADES 11-12</b>		
<b>CCSS</b>	<b>CT Standard Match</b>	<b>ELL Framework Link</b>
<p><b>CC.11-12.W.9.b</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><b>CT.11-12.2.4.f</b> Evaluate the effectiveness of the choices that authors, illustrators and filmmakers make to express political and social issues.</p> <p><b>CT.11-12.3.2.e</b> Evaluate the validity of primary and secondary sources of information to authenticate research.</p>	
<b>Range of Writing</b>		
<p><b>CC.11-12.W.10</b> 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.</p>		<p><b>2:2-2.B.o (9-12)</b> Write for a purpose, considering the audience.</p> <p><b>2:2-2.C.k (9-12)</b> Locate and research information on academic topics from multiple sources.</p> <p><b>2:2-3.A.g (9-12)</b> Develop independent study skills.</p>

GRADES 11-12		
CCSS	CT Standard Match	ELL Framework Link
<b>SPEAKING AND LISTENING STRAND: SPEAKING AND LISTENING STANDARDS</b>		
<b>Comprehension and Collaboration</b>		
<p><b>CC.11-12.SL.1</b> 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><b>CT.11-12.1.2.a</b> Generate and respond to questions.</p> <p><b>CT.11-12.1.4.a</b> Respond to the ideas of others and recognize the validity of differing views</p> <p><b>CT.11-12.1.4.b</b> Persuade listeners about understandings and judgments of works read, written and viewed.</p> <p><b>CT.11-12.1.2.e</b> Discuss and respond to texts by making text-to-self, text-to-text and text-to-world connections.</p>	<p><b>2:2-1.B.a (9-12)</b> Participate in full-class, group and paired activities.</p> <p><b>2:2-1.B.f (9-12)</b> Respond to basic feedback appropriately.</p> <p><b>2:2-1.B.h (9-12)</b> Express and defend opinions.</p> <p><b>2:2-1.B.r (9-12)</b> Elaborate on and extend the ideas of others.</p> <p><b>2:2-1.C.j (9-12)</b> Adjust language, as appropriate, to audience, purpose and task.</p>
<p><b>CC.11-12.SL.1.a</b> 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><b>2:2-1.B.j (9-12)</b> Contribute relevant ideas to a discussion.</p> <p><b>2:2-1.B.s (9-12)</b> Evaluate information for relevancy.</p>
<p><b>CC.11-12.SL.1.b</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><b>2:2-1.B.e (9-12)</b> Listen to and respect the opinions of others.</p> <p><b>2:2-1.B.k (9-12)</b> Distinguish among cooperative roles.</p> <p><b>2:2-1.B.m (9-12)</b> Use formal language to negotiate and reach consensus.</p>

**GRADES 11-12**

<b>CCSS</b>	<b>CT Standard Match</b>	<b>ELL Framework Link</b>
<p><b>CC.11-12.SL.1.c</b> 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><b>CT.11-12.1.2.a</b> Generate and respond to questions.</p> <p><b>CT.11-12.1.4.b</b> Persuade listeners about understandings and judgments of works read, written and viewed.</p> <p><b>CT.11-12.1.4.a</b> Respond to the ideas of others and recognize the validity of differing views.</p>	<p><b>2:2-1.B.h (9-12)</b> Express and defend opinions.</p> <p><b>2:2-1.B.l (9-12)</b> Question the opinions of others and respect their answers.</p> <p><b>2:2-1.B.m (9-12)</b> Use formal language to negotiate and reach consensus.</p> <p><b>2:2-1.B.q (9-12)</b> Persuade others through body language and other nonverbal social cues.</p> <p><b>2:2-1.B.o (9-12)</b> Distinguish fact from opinion during discussion.</p>
<p><b>CC.11-12.SL.1.d</b> Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<p><b>CT.11-12.1.4.a</b> Respond to the ideas of others and recognize the validity of differing views.</p> <p><b>CT.11-12.1.4.b</b> Persuade listeners about understandings and judgments of works read, written and viewed.</p>	<p><b>2:2-1.B.e (9-12)</b> Listen to and respect the opinions of others.</p> <p><b>2:2-1.B.o (9-12)</b> Distinguish fact from opinion during discussion.</p> <p><b>2:2-1.B.s (9-12)</b> Evaluate information for relevancy.</p>
<p><b>CC.11-12.SL.2</b> 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.</p>	<p><b>CT.11-12.3.2.d</b> Research information from multiple sources for a specific purpose.</p> <p><b>CT.11-12.3.2.e</b> Evaluate the validity of primary and secondary sources of information to authenticate research.</p>	<p><b>2:2-2.C.c (9-12)</b> Use appropriate visual, print and auditory sources.</p> <p><b>2:2-2.C.f (9-12)</b> Raise additional questions generated by research.</p>

<b>GRADES 11-12</b>		
<b>CCSS</b>	<b>CT Standard Match</b>	<b>ELL Framework Link</b>
		<p><b>2:2-2.C.l (9-12)</b> Draw conclusions from selected sources.</p> <p><b>2:2-1.B.s (9-12)</b> Evaluate information for relevancy.</p>
<p><b>CC.11-12.SL.3</b> 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.</p>	<p><b>CT.11-12.3.2.e</b> Evaluate the validity of primary and secondary sources of information to authenticate research.</p> <p><b>CT.11-12.1.1.f</b> Make and justify inferences from explicit and or implicit information.</p> <p><b>CT.11-12.4.2.b</b> Evaluate the impact of language as related to audience and purpose.</p>	<p><b>2:2-1.B.s (9-12)</b> Evaluate information for relevancy.</p> <p><b>3:3-1.A.d (9-12)</b> Use acceptable tone and volume.</p>
<b>Presentation of Knowledge and Ideas</b>		
<p><b>CC.11-12.SL.4</b> 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><b>CT.11-12.3.1.a</b> Use oral language with clarity, voice and fluency to communicate a message.</p> <p><b>CT.11-12.3.1.c</b> Use the appropriate features of persuasive, narrative, expository or poetic writing.</p> <p><b>CT.11-12.3.2.a</b> Determine purpose, point of view and audience, and choose an appropriate written, oral or visual format.</p> <p><b>CT.11-12.4.2.a</b> Use sentence patterns typical of spoken and written language to produce text.</p>	<p><b>2:2-1.B.j (9-12)</b> Contribute relevant ideas to a discussion.</p> <p><b>2:2-1.B.m (9-12)</b> Use formal language to negotiate and reach consensus.</p> <p><b>2:2-1.B.q (9-12)</b> Persuade others through body language and other nonverbal social cues.</p> <p><b>2:2-2.C.e (9-12)</b> Use available technology to gather information.</p>

**GRADES 11-12**

CCSS	CT Standard Match	ELL Framework Link
	<p><b>CT.11-12.4.2.b</b> Evaluate the impact of language as related to audience and purpose.</p>	
<p><b>CC.11-12.SL.5</b> 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><b>CT.11-12.3.2.f</b> Publish and/or present final products in a myriad of ways, including the use of the arts and technology.</p> <p><b>CT.11-12.3.2.b</b> Apply the most effective processes to create and present a written, oral or visual piece.</p>	<p><b>2:2-2.C.c (9-12)</b> Use appropriate visual, print and auditory sources.</p> <p><b>2:2-2.C.g (9-12)</b> Select and organize information from appropriate sources for a specific purpose.</p> <p><b>2:2-2.C.k (9-12)</b> Locate and research information on academic topics from multiple sources.</p> <p><b>2:2-2.C.e (9-12)</b> Use available technology to gather information.</p>
<p><b>CC.11-12.SL.6</b> 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><b>CT.11-12.4.1.b</b> Recognize and understand variations between language patterns.</p> <p><b>CT.11-12.4.2.a</b> Use sentence patterns typical of spoken and written language to produce text.</p> <p><b>CT.11-12.4.2.b</b> Evaluate the impact of language as related to audience and purpose.</p> <p><b>CT.11-12.4.1.a</b> Read, listen to and tell stories from a variety of cultures, and identify the similarities and differences in the way language is used.</p>	<p><b>2:2-1.C.c (9-12)</b> Produce original sentences with increasing accuracy.</p> <p><b>2:2-1.C.i (9-12)</b> Communicate clearly and precisely.</p> <p><b>2:2-1.C.j (9-12)</b> Adjust language, as appropriate, to audience, purpose and task.</p> <p><b>3:3-1.A.n (9-12)</b> Recognize and apply the style of speech appropriate to a given situation.</p>



**GRADES 11-12**

<b>CCSS</b>	<b>CT Standard Match</b>	<b>ELL Framework Link</b>
	<b>CT.11-12.4.3.a</b> Recognize the difference between standard and nonstandard English and use language appropriately.	

<b>GRADES 11-12</b>		
<b>CCSS</b>	<b>CT Standard Match</b>	<b>ELL Framework Link</b>
<b>LANGUAGE STRAND: LANGUAGE STANDARDS</b>		
<b>Conventions of Standard English</b>		
<p><b>CC.11-12.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p><b>CT.11-12.4.3.c</b> Use resources for proofreading and editing.</p> <p><b>CT.11-12.4.2.a</b> Use sentence patterns typical of spoken and written language to produce text.</p> <p><b>CT.11-12.4.3.a</b> Recognize the difference between standard and nonstandard English and use language appropriately.</p> <p><b>CT.11-12.4.3.b</b> Demonstrate proficient use of proper mechanics, usage and spelling skills.</p>	<p><b>2:2-1.C.j (9-12)</b> Adjust language, as appropriate, to audience, purpose and task.</p> <p><b>2:2-2.B.g (9-12)</b> Attend to writing mechanics (capitol letters, periods and question marks).</p> <p><b>2:2-2.B.k (9-12)</b> Attend to writing mechanics (punctuation and spelling).</p>
<p><b>CC.11-12.L.1.a</b> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p>	<p><b>CT.11-12.4.3.a</b> Recognize the difference between standard and nonstandard English and use language appropriately.</p> <p><b>CT.11-12.4.1.b</b> Recognize and understand variations between language patterns.</p>	<p><b>2:2-1.C.f (9-12)</b> Recognize the difference between standard and nonstandard English.</p>
<p><b>CC.11-12.L.1.b</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><b>CT.11-12.4.3.a</b> Recognize the difference between standard and nonstandard English and use language appropriately.</p> <p><b>CT.11-12.4.3.c</b> Use resources for proofreading and editing.</p>	<p><b>2:2-3.C.m (9-12)</b> Use references materials (dictionaries, thesauruses, grammar books).</p>

**GRADES 11-12**

<b>CCSS</b>	<b>CT Standard Match</b>	<b>ELL Framework Link</b>
<p><b>CC.11-12.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p><b>CT.11-12.4.3.b</b> Demonstrate proficient use of proper mechanics, usage and spelling skills.</p> <p><b>CT.11-12.4.3.a</b> Recognize the difference between standard and nonstandard English and use language appropriately.</p> <p><b>CT.11-12.4.3.c</b> Use resources for proofreading and editing.</p>	<p><b>2:2-2.B.g (9-12)</b> Attend to writing mechanics (capitol letters, periods and question marks).</p> <p><b>2:2-2.B.k (9-12)</b> Attend to writing mechanics (punctuation and spelling).</p>
<p><b>CC.11-12.L.2.a</b> Observe hyphenation conventions.</p>	<p><b>CT.11-12.4.3.b</b> Demonstrate proficient use of proper mechanics, usage and spelling skills.</p>	<p><b>2:2-2.B.k (9-12)</b> Attend to writing mechanics (punctuation and spelling).</p>
<p><b>CC.11-12.L.2.b</b> Spell correctly.</p>	<p><b>CT.11-12.4.3.b</b> Demonstrate proficient use of proper mechanics, usage and spelling skills.</p> <p><b>CT.11-12.4.3.c</b> Use resources for proofreading and editing.</p>	<p><b>2:2-2.B.k (9-12)</b> Attend to writing mechanics (punctuation and spelling).</p>
<b>Knowledge of Language</b>		
<p><b>CC.11-12.L.3</b> 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.</p>	<p><b>CT.11-12.4.2.b</b> Evaluate the impact of language as related to audience and purpose.</p> <p><b>CT.11-12.4.3.a</b> Recognize the difference between standard and nonstandard English and use language appropriately.</p>	<p><b>2:2-1.B.l (9-12)</b> Question the opinions of others and respect their answers.</p> <p><b>2:2-1.B.o (9-12)</b> Distinguish fact from opinion during discussion.</p> <p><b>2:2-1.B.s (9-12)</b> Evaluate information for relevancy.</p>

<b>GRADES 11-12</b>		
<b>CCSS</b>	<b>CT Standard Match</b>	<b>ELL Framework Link</b>
	<p><b>CT.11-12.4.2.a</b> Use sentence patterns typical of spoken and written language to produce text.</p> <p><b>CT.11-12.4.1.b</b> Recognize and understand variations between language patterns.</p> <p><b>CT.11-12.1.1.b</b> Determine and apply the most effective means of monitoring comprehension and apply the appropriate strategies.</p>	<p><b>2:2-2.A.v (9-12)</b> Analyze, synthesize and construct meaning from text.</p> <p><b>3:3-1.A.n (9-12)</b> Recognize and apply the style of speech appropriate to a given situation.</p>
<p><b>CC.11-12.L.3.a</b> 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><b>CT.11-12.4.1.b</b> Recognize and understand variations between language patterns.</p>	<p><b>2:2-3.C.m (9-12)</b> Use references materials (dictionaries, thesauruses, grammar books).</p>
<b>Vocabulary Acquisition and Use</b>		
<p><b>CC.11-12.L.4</b> 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><b>CT.11-12.1.1.b</b> Determine and apply the most effective means of monitoring comprehension and apply the appropriate strategies.</p> <p><b>CT.11-12.1.3.a</b> Use phonetic, structural, syntactical and contextual clues to read and understand words.</p> <p><b>CT.11-12.1.3.c</b> Analyze the meaning of words and phrases in context.</p>	<p><b>2:2-2.A.c (9-12)</b> Develop vocabulary.</p> <p><b>2:2-2.A.h (9-12)</b> Recognize common word parts.</p> <p><b>2:2-2.A.j (9-12)</b> Expand academic vocabulary.</p> <p><b>2:2-3.B.f (9-12)</b> Use context to construct meaning.</p> <p><b>2:2-3.B.u (9-12)</b> Use knowledge of common word parts to learn new words and aid in comprehension.</p>

**GRADES 11-12**

<b>CCSS</b>	<b>CT Standard Match</b>	<b>ELL Framework Link</b>
<p><b>CC.11-12.L.4.a</b> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p><b>CT.11-12.1.3.a</b> Use phonetic, structural, syntactical and contextual clues to read and understand words.</p> <p><b>CT.11-12.1.3.c</b> Analyze the meaning of words and phrases in context.</p> <p><b>CT.11-12.1.1.b</b> Determine and apply the most effective means of monitoring comprehension and apply the appropriate strategies.</p>	<p><b>2:2-3.B.f (9-12)</b> Use context to construct meaning.</p> <p><b>2:2-3.B.k (9-12)</b> Make inferences from explicit information.</p>
<p><b>CC.11-12.L.4.b</b> Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p>	<p><b>CT.11-12.1.3.a</b> Use phonetic, structural, syntactical and contextual clues to read and understand words.</p>	<p><b>2:2-2.A.c (9-12)</b> Develop vocabulary.</p> <p><b>2:2-2.B.o (9-12)</b> Write for a purpose, considering the audience</p> <p><b>2:2-2.C.k (9-12)</b> Locate and research information on academic topics from multiple sources.</p> <p><b>2:2-3.A.g (9-12)</b> Develop independent study skills.</p>
<p><b>CC.11-12.L.4.c</b> 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, it’s part of speech, its etymology, or its standard usage.</p>	<p><b>CT.11-12.4.3.c</b> Use resources for proofreading and editing.</p> <p><b>CT.11-12.4.3.b</b> Demonstrate proficient use of proper mechanics, usage and spelling skills.</p>	<p><b>2:2-3.C.m (9-12)</b> Use references materials (dictionaries, thesauruses, grammar books).</p> <p><b>2:2-2.C.c (9-12)</b> Use appropriate visual, print and auditory sources.</p>

<b>GRADES 11-12</b>		
<b>CCSS</b>	<b>CT Standard Match</b>	<b>ELL Framework Link</b>
		<p><b>2:2-2.C.d (9-12)</b> Consult print and non-print resources in the native language when needed.</p> <p><b>2:2-3.A.d (9-12)</b> Know when to use native language resources.</p>
<p><b>CC.11-12.L.4.d</b> 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).</p>	<p><b>CT.11-12.1.3.a</b> Use phonetic, structural, syntactical and contextual clues to read and understand words.</p> <p><b>CT.11-12.1.3.c</b> Analyze the meaning of words and phrases in context.</p> <p><b>CT.11-12.4.3.c</b> Use resources for proofreading and editing.</p>	<p><b>2:2-3.C.m (9-12)</b> Use references materials (dictionaries, thesauruses, grammar books).</p> <p><b>2:2-2.C.c (9-12)</b> Use appropriate visual, print and auditory sources.</p> <p><b>2:2-2.C.d (9-12)</b> Consult print and non-print resources in the native language when needed.</p> <p><b>2:2-3.A.d (9-12)</b> Know when to use native language resources.</p>
<p><b>CC.11-12.L.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p><b>CT.11-12.1.3.c</b> Analyze the meaning of words and phrases in context.</p>	<p><b>3:3-1B.g (9-12)</b> Expand knowledge and use of idiomatic expressions.</p> <p><b>3:3-1B.h (9-12)</b> Use a variety of idioms appropriately in speech and writing.</p>

**GRADES 11-12**

<b>CCSS</b>	<b>CT Standard Match</b>	<b>ELL Framework Link</b>
<p><b>CC.11-12.L.5.a</b> Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p>	<p><b>CT.11-12.2.1.d</b> Analyze literary conventions and devices an author uses and how they contribute meaning and appeal.</p> <p><b>CT.11-12.1.3.c</b> Analyze the meaning of words and phrases in context.</p>	<p><b>3:3-1.A.p (9-12)</b> Understand cultural factors that affect meaning.</p> <p><b>3:3-1.A.o (9-12)</b> Know when to use humor appropriately.</p> <p><b>3:3-1.B.i (9-12)</b> Distinguish between sarcasm and humor and use them appropriately in a variety of contents.</p> <p><b>3:3-1.B.j (9-12)</b> Interpret and explain a cartoon, situation comedy or joke.</p>
<p><b>CC.11-12.L.5.b</b> Vocabulary Acquisition and Use: Analyze nuances in the meaning of words with similar denotations.</p>	<p><b>CT.11-12.1.3.c</b> Analyze the meaning of words and phrases in context.</p> <p><b>CT.11-12.1.3.a</b> Use phonetic, structural, syntactical and contextual clues to read and understand words.</p>	<p><b>2:2-2.A.c (9-12)</b> Develop vocabulary.</p> <p><b>2:2-2.A.j (9-12)</b> Expand academic vocabulary.</p> <p><b>3:3-1.A.p (9-12)</b> Understand cultural factors that affect meaning.</p>
<p><b>CC.11-12.L.6</b> 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><b>CT.11-12.1.3.d</b> Develop vocabulary through listening, speaking, reading and writing.</p> <p><b>CT.11-12.1.3.e</b> Use content vocabulary appropriately and accurately (math, music, science, social studies, etc.).</p>	<p><b>2:2-2.B.o (9-12)</b> Write for a purpose, considering the audience.</p> <p><b>2:2-2.C.k (9-12)</b> Locate and research information on academic topics from multiple sources.</p> <p><b>2:2-3.A.g (9-12)</b> Develop independent study skills.</p>