

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

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

Abbreviations Used

UC Utah Core

Std Standard
Obj Objective
Ind Indicator

Example

1112a = 11th Grade, Standard 1 (Reading), Objective 2 (Comprehension of Informational Text), Indicator a (Analyze the purpose of external text features in a variety of printed texts).

CC Common Core

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

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

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

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

Example

11-12Wd = 11-12 Grade Band, Writing strand, Standard 1 (Write arguments to support claims), Indicator d (Establish and maintain a formal tone.)

Introduction to the Eleventh Grade

Summary of Focused Conversations with the Eleventh Grade Common Core Statewide Teacher Team

The key areas of emphasis in the 11th grade Common Core compared to the 11th grade Utah Core are:

- The use of argument for critical thinking and writing,
- Cross-curricular emphasis on reading, writing, and thinking skills as they pertain to each academic area,
- An increase in the complexity of reading through explicit instruction,
- A focus on specific types of writing and the organizational process necessary to address task, audience, and form
- An increased analysis and evaluation of informational texts,
- An evaluation of multiple perspectives in reading, inquiry, and writing; and,
- A heavier and more specific emphasis on the use of educational technology.

Analysis of the 11th-12th Grade Band in the Common Core – Written by the 12th Grade Common Core Teacher Team

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

As we spent time evaluating the commonalities and differences between the new Common Core and the Utah State Core, we were excited to discover that there are many areas where the two dovetail. Generally, the Common Core is different in four main areas: 1) it stresses critical thinking and argumentation, 2) it focuses on research, use of source material, and citation of sources, 3) it includes more complex texts in terms of difficulty and content, and 4) it requires the study of more informational texts.

Following is an outline of a few specific commonalities and differences between the Common Core and the Utah Score in the four new strands. Also included is a note concerning areas that we feel teachers may benefit from some professional development or in-service.

Reading

Commonalities

- Word analysis and vocabulary development
- Evaluation of common literary elements
- Analysis of literary themes and their comment on the human experience

Differences

- Common Core requires analysis beyond identification and response
- Common Core studies more closely writing style, rhetoric, and technique

Possible need for Teacher Support or Training

- Selection of complex and informational texts
- Understanding and teaching complex rhetorical skills
- Understanding critical literary analysis—beyond identification and response

Writing

Commonalities

- Focus on Writing to Learn
- Stress writing as a process
- Expectation of research and inquiry

Differences

- Common Core focuses on argumentation (development and defense of claim)
- Common Core requires more advanced narrative writing techniques
- Common Core focuses on production and distribution on writing
- Common Core requires a more critical approach to analysis of source material and the research process

Possible need for Teacher Support or Training

- Curriculum development for teaching argument
- In-service concerning critical thinking and critical questioning
- Updated information on research, documentation, and citation

Speaking and Listening

Commonalities

- Stress collaborative discussion, oral response, and public speaking
- Expectation to use media to enhance presentations

Differences

- Common Core includes a variety of context and tasks for oral presentation
- Common Core expects preparation and well-reasoned exchange of ideas

Possible need for Teacher Support or Training

- Tools to teach effective collaboration and exchange of ideas
- Updated information on research, documentation, and citation
- In-service concerning the use of new classroom technology and digital media

Language

Commonalities

- Command of standard English conventions
- Focus on rhetorical devices to determine word meaning

Differences

- Common Core encourages use of reference materials to resolve issue of contested usage
- Common Core focuses less on specific punctuation and spelling and more on understanding, connotation, and purpose of language

Thanks to the Eleventh Grade Common Core Statewide Teacher Team

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

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

Eleventh Grade Utah Core		11-12 Grades Common Core					Notes
		Location(s) in Common Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	
Std 1	(Reading): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.						
Obj 1	(Word Analysis, Vocabulary Development): Determine word meaning through word parts, definitions, and context clues.	11-12 RI4		X			
	a. Analyze the meaning of words using knowledge of roots and prefixes	7L4		X			Evaluate VS. Use Affixes Vs. Prefixes (grade appropriate)
	b. Evaluate how words from various cultural origins impact text (e.g., Latin- and Greek--based words, street slang, dialects, ethnic terms).						Cultural Origins Not mentioned in text
	c. Determine word meaning through contextual inference. (e.g., combine prior knowledge and text clues to define “trucks” used in an article on skateboarding and an article on transportation).	11-12RL4		X			
	d. Distinguish between commonly confused words (i.e., allusion /illusion; complement/compliment; imply/infer).	L4		X			Cont Skill 4-12
Obj 2	(Comprehension of Informational Text): Comprehend and evaluate informational text (i.e., commentary, interviews, primary documents, speeches, essays).						
	a. Analyze the purpose of external text features in a variety of printed texts (e.g., books, newspapers, magazines).						
	b. Evaluate the effectiveness of multiple internal text structures in a single text.	Charts/Graphs 7R15 11-12RL3		X	x		Analyze VS. Evaluate
	c. Synthesize information from a variety of sources.	9-10RI 7		x			Analyze VS. Synthesize
	d. Analyze multiple texts on the same topic for conflicting information.	8RI 9	X				

Eleventh Grade Utah Core		11-12 Grades Common Core					Notes
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Obj 3	(Comprehension of Literary Text): Comprehend literature by analyzing the use of literary elements across genres and cultures.						
	a. Compare plot structures in works of literature (e.g., plot within a plot, multiple points of view, stream of consciousness).	11-12 RL3 9-10 RL5		X	X		Analyze Impact VS. Compare two or more
	b. Explore universal character traits across cultures in literature.	5RL3			x		Compare and contrast two or more VS. Explore traits across culture
	c. Compare recurring and universal themes in literary works.	9-10RL9		X			
	d. Analyze culture (shared beliefs, values, behaviors) as an element of setting.	9-10RL6		X			Culture as part of setting VS. POV and cultural experience
	e. Analyze the use of irony, tone, and mood.	11-12RL6 8RL4		X X			In common – Irony Tone (Mood not mentioned)
	f. Distinguish poetic narrative from prose.						
Std 2	Standard 2 (Writing): Students will write informational and literary text to reflect on and recreate experiences, to report observations, and to persuade others.						
Obj 1	(Writing to Learn): Analyze and synthesize ideas and information to refine thinking through writing.	11-12 W2					
	a. Form conclusions and recommend action.	11-12 W7	x				Problem Solving
	b. Integrate facts, events, or ideas to create new ideas.	11-12 W7 9b	x				Research Project
	c. Consolidate and synthesize text-to-self, text-to-text, and text-to-world connections to revise thinking or form new conclusions.	11-12 W7 9b 11-12 W3a	X X				Research Project Problem Solve narrative format
Obj 2	(Extended Writing): Write to analyze literary text and to explain informational text. (Emphasize expository writing). (Students should use the entire writing	11-12 W2			x		The Common Core is much more item specific on this topic

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	process to produce at least one extended piece per term, not necessarily limited to the type of writing emphasized at individual grade levels.)						
	a. Select an organizational pattern that suits the topic.	11-12 W2a	X				Organization Strategies
	b. Provide detailed evidence and examples to substantiate arguments.	11-12 Wb	X				Specifically stated format
	c. Support arguments with logic and text references.	11-12 W2c	X				Organizational/Evidence Strategies
Obj 3	(Revision and Editing): Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency, and conventions.	11-12 W5	X				Production and distribution
	a. Evaluate and revise for:	11-12 W4, 5, 6	X				Specifically addressed method of style, organization, production, and distribution.
	<ul style="list-style-type: none"> Ideas: Sufficiently developed key ideas and specific details that directly support and advance the thesis statement. 	11-12 W4, 5, 6	X				
	<ul style="list-style-type: none"> Organization: Control of organizational elements in multiple paragraph texts (e.g., thesis, details, leads, conclusions, and transitions). 	11-12 W4, 5, 6	X				
	<ul style="list-style-type: none"> Voice: Correct use of active and passive voice. Consistent, appropriate voice. 	11-12 W4, 5, 6	X				
	<ul style="list-style-type: none"> Word Choice: Words intentionally and skillfully used. 	11-12 W4, 5, 6	X				
	<ul style="list-style-type: none"> Fluency: Rhythm created through sentence construction (i.e., parallel sentence structure). 	11-12 W4, 5, 6	X				

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b.	Edit for conventions:	11-12 W4, 5, 6	x				
	• Correct grade level spelling.	11-12 W4, 5, 6	X				
	• Commas with introductory phrases and clauses.	11-12 W4, 5, 6	X				
	• Correct use of relative pronouns.	11-12 W4, 5, 6	X				
	• Capitalization of the first word in a sentence enclosed in parentheses e.g., “He made a smart remark. (He was always doing that!).”	11-12 W4, 5, 6	X				
	• Agreement of pronouns and antecedents.	11-12 W4, 5, 6	x				
Std 3	(Inquiry): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.						
Obj 1	(Process of Inquiry): Use the process of inquiry to draw conclusions.	11-12SL4					
	a. Formulate questions that direct inquiry.	11-12SL1c 11-12W1a 11-12SL1b		x			No mention of civil and democratic discussions
	B .Analyze information to determine relevance to questions.	11-12SL1c 11-12RI7 11-12W1a 11-12SL1a 11-12SL1b			x		Less specific about preparation, Evaluate interpretations, work with peers and set goals
	c. Evaluate the accuracy and relevance of information that reflects multiple points of view.	11-12SL2 11-12SL1c 11-12SL1a 11-12RL7 11-12RI6 11-12RI1 11-12W1a		x			Analyze style and content Evaluate versions of text

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	d. Evaluate, use and cite primary and secondary sources.	11-12RI1 11-12SLa		x			Evidence from texts
Obj 2	(Written Communication of Inquiry): Write to evaluate information and to make recommendations.						
	a. Select a format to evaluate and report results of inquiry.						
	b. Gather, evaluate and organize evidence to support a position.	11-12W1 11-12W1b		x			Develop claims and counter claims
	c. Support evaluations and recommendations using paraphrase, summary or quotations.	11-12RI2			x		R12 Determine central ideas and their development
	d. Use informal and formal citations to support inquiry.						
Obj 3	(Oral Communication of Inquiry): Make informative and persuasive presentations.	11-12SL1 11-12SL4					SL1
	a. Determine the audience for informative and persuasive presentations.	11-12SL6		x			Implied, but not stated
	B. Identify counter arguments and prepare to refute.	11-12SL3 11-12SL1a,d, c					Implied, but not stated
	c. Refute counter arguments.	11-12SL3 11-12SL1a,d, c			x		Implied, but not stated
	d. Present evidence clearly and convincingly. Enhance presentation with visual media.	11-12RI7 11-12SL2, 5, 6 11-12S1a			X		Implied, but not stated

Common Core State Standards

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

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

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

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

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

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

Common Core to Eleventh Grade Utah English Language Arts Core							11 th Grade
11-12 Grades Common Core			Eleventh Grade Utah Core				
		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
READING STANDARDS FOR LITERATURE (GRADES 11-12)							
RL	KEY IDEAS AND DETAILS (GRADES 11-12)						
11-12RL1	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.	1122b,c	X				From writing
11-12RL2	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.	1113b,c	X				For multiple pieces vs. single text
11-12RL3	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).	1112b 1113a			X x		Compare plot structures 11 th 12 th Evaluate 7 th Identify
RL	CRAFT AND STRUCTURE (GRADES 11-12)						
11-12RL4	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.)	1123a 1111c 1113e,f		X x	X		From writing Analyze Tone 11 th Connotation/Denotation 9 th Evaluate 10 th Cultural Origin 11 th Gender Specific & non-sexist 12 th
11-12RL5	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	1113a			x		12 th Evaluate author's use

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	a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.						
11-12RL6	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).	1113a 1113e		x	x		Compare Multiple Points of View VS. Analyze Analyze irony, tone, mood Satire 12th
RL	INTEGRATION OF KNOWLEDGE AND IDEAS (GRADE 11-12)						
11-12RL7	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.)	1131c 1112d			X x		Evaluate accuracy & relevance from multiple points of view Multiple texts on same topics for conflicting info.
11-12RL8	Not applicable to literature						
11-12RL9	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.	1113		X			American Lit. vs. genres & cultures
RL	RANGE OF READING AND LEVEL OF TEXT COMPLEXITY (GRADE 11-12)						
11-12RL10	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. 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 proficiently.	1113f		x			Distinguish vs. read and comprehend

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11-12 Grades Common Core			Eleventh Grade Utah Core				
		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
READING STANDARDS FOR INFORMATIONAL TEXT (GRADE 11-12)							
RI	KEY IDEAS AND DETAILS (GRADE 11-12)						
11-12RI1	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.	1131c,d 1122 b 1112		X			Located more in writing and inquiry objectives of the Utah core.
11-12RI2	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.	1112b 1121 1132 c			X		This standard refers to multiple central ideas within the same text. 11 th Single 12 th Variety of text
11-12RI3	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.	1112			X		This standard is more thoroughly represented in the literary side of the Utah core.
RI	CRAFT AND STRUCTURE (GRADES 11-12)						
11-12RI4	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).	1111c 1111		X			The second half of the CCRS, is a weaker match than the first half Connotative 10th
11-12RI5	Analyze and evaluate the effectiveness of the	1112a,b			X		While the Utah core contains information

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11-12 Grades Common Core		Eleventh Grade Utah Core					
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	structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.						about text structure, it does not require a student to evaluate its effectiveness. 10 th Analyze 11 th Evaluate
11-12RI6	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.	1131c 1112			X		Extremely weak partial match. The evaluation portion is not as strong in the Utah core. See 11-12 R15
RI	INTEGRATION OF KNOWLEDGE AND IDEAS (GRADES 11-12)						
11-12RI7	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.	1131b,c 1133d 1112c		X			More evident in the inquiry strand of the Utah core.
11-12RI8	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).	1112				X	The Utah core does not specifically mention U.S. texts. However, the skills contained in the Utah core would be applicable to any informational text.
11-12RI9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance	1112				X	The Utah core does not specifically mention U.S. texts. However, the skills contained in the Utah core would be

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	(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.						applicable to any informational text.
RI	RANGE OF READING AND LEVEL OF TEXT COMPLEXITY (GRADES 11-12)						
11-12RI10	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.	1112				X	This only refers to the type of texts to be evaluated; there is not a similar standard explicitly stated in the Utah core.
WRITING STANDARDS GRADES 11-12: THREE TYPES – 1) argument; 2) informative/explanatory; 3) Narrative							
W	TEXT TYPES AND PURPOSES (GRADES 11-12)						
11-12W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	1122c 1132b		X			
11-12W1a	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.	1122abc 1131abc		X			

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11-12W1b	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.	1132b			x		Standard 2 Obj 2 8 th , 9 th , and 11 th
11-12W1c	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.	1121b; all of Obj2; Obj3c			x		Oral Communication Standard 3 Obj3 11 th
11-12W1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	1123a			x		Voice from the editing/revision on old core
11-12W1e	Provide a concluding statement or section that follows from and supports the argument presented.	1123a			x		Standard 2 Obj2c 8 th , 9 th , and 11 th

11-12 Grades Common Core		Eleventh Grade Utah Core					Notes
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11-12W2	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.	1121 & 2		x			The Utah Core briefly addresses each of these items, Standard 2 grades 7-12.
11-12W2a	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.	1121 & 2		x			
11-12W2b	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.	1121 & 2		x			
11-12W2c	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.	1121 & 2		x			
	Use precise language, domain-specific	1121 & 2		x			

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11-12W2d	vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.						
11-12W2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	1121 & 2		x			
11-12W2f	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).	1121 & 2		x			
11-12W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	1121 & 2				x	Utah core does not specifically name narrative in high school core. Writing Standard 8 obj 6b 1 st – 6 th grades then also in 8th
11-12W3a	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.	1121 & 2		x			
11-12W3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	1121 & 2		x			
11-12W3c	Use a variety of techniques to sequence events	1121 & 2		x			

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	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).						
11-12W3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	1121 & 2		x			
11-12W3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	1121 & 2		x			
W : PRODUCTION AND DISTRIBUTION OF WRITING (GRADES 11-12)							
11-12W4	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.)	1123		x			
11-12W5	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	1123		x			

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		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
	11–12 on page 54.)						
11-12W6	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.	1123b		x			
W: RESEARCH TO BUILD AND PRESENT KNOWLEDGE (GRADES 11-12)							
11-12W7	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.	1121b	x				
11-12W8	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.	1121 & 2	x				Research ethics & organization
11-12W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	1122			x		Begins Standard 1 Obj1b 4 th and continues through 12th

Common Core to Eleventh Grade Utah English Language Arts Core							11 th Grade
11-12 Grades Common Core			Eleventh Grade Utah Core				
		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
11-12W9a	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”).	1113 1122			x		Focus specifically on 11 th and 12 standards
11-12W9b	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]”).	1112			x		Focus specifically on 11 th and 12 standards
W: RANGE OF WRITING (GRADES 11-12)							
11-12W10	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.					x	
SPEAKING AND LISTENING STANDARDS: GRADES 11-12							
SL	COMPREHENSION AND COLLABORATION (GRADES 11-12)						
11-12SL1	Initiate and participate effectively in a range of	1133 all			x		These are not mentioned specifically in

Common Core to Eleventh Grade Utah English Language Arts Core							11 th Grade
11-12 Grades Common Core		Eleventh Grade Utah Core					
		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
	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.						the Utah Core and shows up separately as follows: 7 th Communicate ideas/info. In class setting 8 th Participate in and report in small groups 10 th Plan and present appropriate to audience purpose 11 th Informative and persuasive 12 th Present with research
11-12SL1a	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.	1131 b,c,d 1133 b,c,d			x		
11-12SL1b	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.	1131a,b			x		
11-12SL1c	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.	1133b,c 1131a,b,c			x		

Common Core to Eleventh Grade Utah English Language Arts Core							11 th Grade
11-12 Grades Common Core		Eleventh Grade Utah Core					
		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
11-12SL1d	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.	1133b,c			x		
11-12SL2	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.	1133d 1131c			x		
11-12SL3	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.	1133bc			x		
SL	PRESENTATION OF KNOWLEDGE AND IDEAS (GRADES 11-12)						
11-12SL4	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	1131 & 3 all		x			

Common Core to Eleventh Grade Utah English Language Arts Core							11 th Grade
11-12 Grades Common Core			Eleventh Grade Utah Core				
		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
	range of formal and informal tasks.						
11-12SL5	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.	1133d				x	Introduced 10 th grade Oral Communication Obj3d
11-12SL6	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.)	1133ad		x			
LANGUAGE STANDARDS GRADES 11-12							
L	CONVENTIONS OF STANDARD ENGLISH (GRADES 11-12)						
11-12L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1123b		X			This is more vague than the Utah Core; also, the Utah core does not include anything about spoken usage or grammar.
11-12L1a	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.					X	There is not a similar usage standard in the Utah core. Specifically stated beginning in 7 th
11-12L1b	Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.	1111				X	There is no mention of using reference materials in the vocabulary section of the Utah core.

Common Core to Eleventh Grade Utah English Language Arts Core							11 th Grade
11-12 Grades Common Core			Eleventh Grade Utah Core				
		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
11-12L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	1123b	X				
11-12L2a	Observe hyphenation conventions.	1123b				X	Hyphenation is not specifically mentioned in the Utah core
11-12L2b	Spell correctly.	1123b	X				The Utah core only says grade level words.
L	KNOWLEDGE OF LANGUAGE (GRADES 11-12)						
11-12L3	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.	1111 1111b,c			X		The Utah core refers to context, but does not go this deep.
11-12L3a	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.	1111 1123a			X		The Utah core contains sentence fluency standards, but does not have a reading/analysis component.
L	VOCABULARY ACQUISITION AND USE (GRADES 11-12)						
11-12L4	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.	1111			X		The CCRS are more specific than the Utah core.
11-12L4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position	1111	X				This strongly parallels the Utah objective.

Common Core to Eleventh Grade Utah English Language Arts Core						11 th Grade	
11-12 Grades Common Core		Eleventh Grade Utah Core					
		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
	or function in a sentence) as a clue to the meaning of a word or phrase.						
11-12L4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	1111a		X			Prefixes, suffixes, and roots are more specifically mentioned in the Utah core.
11-12L4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.					X	There is no mention of using reference materials in the vocabulary section of the Utah core.
11-12L4d	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).	1111c			X		The first part of this standard (determining context) is in the Utah core, but the second part (checking the meaning) is not. Dictionary usage specifically mentioned for general use in 4th
11-12L5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	1113e			X		Utah refers to irony, tone, and mood, but does not go into this level of detail. Introduced 6 th grade, stated specifically 10th-12 th
11-12L5a	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	1113e			X		Utah refers to irony, tone, and mood, but does not go into this level of detail. Introduced 6 th grade, stated specifically 10th-12 th
11-12L5b	Analyze nuances in the meaning of words with	1111				X	Nuance in denotation does not have a

Common Core to Eleventh Grade Utah English Language Arts Core							11 th Grade
11-12 Grades Common Core			Eleventh Grade Utah Core				
		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
	similar denotations.						Utah core parallel. Specifically stated 9th
11-12L6	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.	1123a			X		The Utah core refers to the 6+1 traits of writing (esp. Word choice), but does not go to the level of detail contained in the CCRS.

