

## Twelfth 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

1212a = 12<sup>th</sup> Grade, Standard 1 (Reading), Objective 2 (Comprehension of Informational Text), Indicator a (Evaluate the effectiveness of different text features in a variety of printed informational texts.)

#### CC Common Core

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

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

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

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

#### Example

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 Twelfth Grade

### **Written by the Twelfth Grade Common Core Statewide 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
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## 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

**Note from Team:** With the few exceptions noted in the comments, the writing standards in the Common Core will be supported through focused, high quality, ongoing professional development for teachers.

### **Thanks to the Twelfth 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>

Twelfth Utah Core to Common Core English Language Arts Alignment						12 <sup>TH</sup> GRADE	
Twelfth Grade Utah Core		11-12 Grades Common Core					
		Location(s) in Common Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
<b>Std1</b>	<b>(Reading): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.</b>						
<b>Obj 1</b>	1 (Word Analysis, Vocabulary Development): Determine word meaning through word parts, definitions, and context clues.	11-12RL4 11-12RL4;RI4		X			Common Core (CC) covers words in context and definitions but does not touch on word parts.
	a. Analyze the meaning of words using etymologies (e.g., word origins and histories).	11-12RL4			X		CC uses print and digital resources to identify etymologies.
	b. Evaluate the use of gender-specific and non-sexist language in text (e.g., s/he, alternating she and he, informal “they”).	11-12RL6;RI6			X		CC requires point of view that could include gender-specific and non-sexist language.
	c. Determine word meaning through knowledge of linguistic roots and affixes (e.g., Latin--based languages—Italian, Spanish, etc.).	11-12L4c			X		Doesn’t specifically state linguistic roots, but roots can help clarify precise meaning.
	d. Distinguish between commonly confused words (i.e., assure/ensure/insure; coarse/course; formally/formerly; later/ latter; stationary/stationery).	11-12L1a			X		CC suggests that usage can sometimes be contested. CC introduces frequently confused words in grade 4. See Language Progressive Skills Chart in Appendix 1 (page 31).
<b>Obj2</b>	(Comprehension of Informational Text): Comprehend and evaluate informational text (e.g., literary analysis/criticism, historical commentary, political statements, research documents, workplace/consumer documents).	11-12RI1-10		X			CC requires students to evaluate reasoning in works of public advocacy and application to constitutional principles.

**Twelfth Utah Core to Common Core English Language Arts Alignment**

**12<sup>TH</sup> GRADE**

Twelfth Grade Utah Core		11-12 Grades Common Core					Notes
		Location(s) in Common Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	
	a. Evaluate the effectiveness of different text features in a variety of printed informational texts.	11-12RI7 11-12L3			X		
	b. Evaluate the effectiveness of diverse internal text structures in a variety of texts.	11-12RI5			X		CC requires evaluation of structure in an exposition or argument
	c. Identify an author’s implied and stated assumptions about a subject based on the evidence in the text.	11-12RI1			X		CC requires students to cite evidence of inferences.
	d. Evaluate multiple texts on the same topic for reliability and accuracy.	11-12RI7			X		
<b>Obj 3</b>	(Comprehension of Literary Text): Comprehend and compare culturally and historically significant literary forms.	11-12RL1-10			X		
	a. Evaluate an author’s use of common literary elements (e.g., plot, characterization, point of view, theme, setting).	11-12RL2;RL3;RL6		X			All incorporate literary elements
	b. Analyze archetypes in works from a variety of cultures and historical periods (e.g., the questing hero, the trickster, the anti-hero, the superhero).	11-12RL9			X		CC does not specifically mention archetypes, but compares literature/themes from different periods.
	c. Analyze themes in literature and how they represent or comment on humanity or life in general.	11-12RL2;RL9;RL10		X			CC doesn’t specifically ask students to view how theme comments on humanity.
	d. Evaluate the impact of setting and historical context on literary works.	11-12RL3;RL9			X		
	e. Analyze the characteristics of sub-genres (e.g., satire, parody, allegory).					X	
	f. Compare types of modern poetry (e.g., traditional, popular, rap, song lyrics, poetry slams, etc.).	11-12RL7			X		

**Twelfth Utah Core to Common Core English Language Arts Alignment**

**12<sup>TH</sup> GRADE**

Twelfth Grade Utah Core		11-12 Grades Common Core					Notes
		Location(s) in Common Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	
<b>Std 2</b>	<b>Standard 2 (Writing): Students will write informational and literary text to reflect on and recreate experiences, to report observations, and to persuade others.</b>						
<b>Obj 1</b>	(Writing to Learn): Evaluate ideas and information to refine thinking through writing.	11-12W1-10		X			
	a. Evaluate the merit of varied ideas and opposing opinions.	11-12W1a; W8			X		
	b. Examine causes and effects.					X	CC does not specifically address writing genres. Utah Core does not address argument.
	c. Evaluate the validity of text-to-self, text-to-text, and text-to-world connections	11-12W1a; W1b			X		
<b>Obj 2</b>	Objective 2 (Extended Writing): Write to critique literary text and to evaluate informational text. Emphasize expository writing. Students should use the entire writing process to produce at least one extended piece per term, not necessarily limited to the type of writing emphasized at individual grade levels.	11-12W9; W10		X			
	a. Write in formal style and format (e.g., academic papers, business reports, multi-media presentations, etc.).	11-12W2e 11-12W4 11-12L3			X		CC requires the use of language functions to make effective choices for style.
	b. Analyze information and systematically organize to support central ideas, concepts, and themes.	11-12W2a 11-12W2b 11-12W4; W9		X			
	c. Convey a particular tone and voice through deliberate word choice.	11-12W1c; W1d 11-12W2d; W2e 11-12W3d 11-12L3		X			

Twelfth Utah Core to Common Core English Language Arts Alignment

12<sup>TH</sup> GRADE

Twelfth Grade Utah Core		11-12 Grades Common Core					Notes
		Location(s) in Common Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	
<b>Obj 3</b>	(Revision and Editing): Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency, and conventions.	11-12W4 11-12W5		X			
	a. Evaluate and revise for:						
	<ul style="list-style-type: none"> <li>Ideas: Limited topic and controlling idea.</li> </ul>	11-12W2a 11-12W2b		X			
	<ul style="list-style-type: none"> <li>Organization: Varied transitions that connect ideas within and between paragraphs.</li> </ul>	11-12W1c 11-12W2a; c 11-12W3c		X			CC adds transitional use in argument writing. CC is specific about the purpose of sequencing events.
	<ul style="list-style-type: none"> <li>Voice: Correct use of active and passive voice. Formal or informal voice specific to purpose.</li> </ul>	11-12W1d 11-12L3			X		Passive and active voice can contribute to style.
	<ul style="list-style-type: none"> <li>Word Choice: Words particular to the topic supported within the text for ease of understanding.</li> </ul>	11-12W1c 11-12W3d 11-12L3			X		
	<ul style="list-style-type: none"> <li>Fluency: Concise sentence structure to enhance sentence fluency.</li> </ul>	11-12W1c 11-12W2c 11-12L3a			X		CC specifically mentions syntax and how it relates to the study of complex texts.
	b. Edit for conventions:	11-12L1		X			
	<ul style="list-style-type: none"> <li>Correct grade level spelling.</li> </ul>	11-12L2 11-12L2b		X			
	<ul style="list-style-type: none"> <li>Consistent and logical use of tenses.</li> </ul>					X	CC introduces tenses in grade 5. See Language Progressive Skills Chart in Common Core Appendix A.
	<ul style="list-style-type: none"> <li>Correct punctuation of dialogue.</li> </ul>	11-12L2			X		CC does not specifically mention dialogue. Contains a general reference to punctuation. See Language Progressive Skills Chart in Common Core Appendix A.



Twelfth Grade Utah Core		11-12 Grades Common Core					Notes
		Location(s) in Common Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	
	<ul style="list-style-type: none"> <li>Correct punctuation of direct quotations.</li> </ul>	11-12L2			X		CC does not specifically mention direct quotations. Contains a general reference to punctuation. See Language Progressive Skills Chart in Appendix A.
	<ul style="list-style-type: none"> <li>Correct placement of modifiers.</li> </ul>	11-12L1				X	CC introduces placement of modifiers in grade 6. See Language Progressive Skills Chart in Appendix A.
<b>Std3</b>	<b>(Inquiry): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.</b>						
<b>Obj 1</b>	(Process of Inquiry): Use the process of inquiry to explore, compile, and report research.	11-12W7; W10		X			
	a. Address and analyze a question using different types of inquiry (e.g., experimentation, trial and error, survey, interview and secondary sources).	11-12W7		X			
	b. Evaluate the reliability of the information with regard to context and bias.	11-12W8		X			
	c. Make inferences and draw conclusions based on data or evidence.	11-12W1e 11-12W9			X		CC relates the support/evidence specifically to argument writing.
	d. Evaluate, use and cite primary and secondary sources.	11-12RI9			X		
<b>Obj2</b>	(Written Communication of Inquiry): Write to evaluate and report research results.	11-12W8 11-12W9			X		
	a. Select a format to evaluate information, determine results and to make recommendations.	11-12W8 11-12W9			X		
	b. Gather, evaluate, and organize research to make recommendations.	11-12W8		X			
	c. Support recommendations using a variety of convincing and relevant information.	11-12W8			X		

Twelfth Utah Core to Common Core English Language Arts Alignment						12 <sup>TH</sup> GRADE	
Twelfth Grade Utah Core		11-12 Grades Common Core					
		Location(s) in Common Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
	d. Use informal and formal citations to support inquiry.					X	
<b>Obj 3</b>	(Oral Communication of Inquiry): Make recommendations through oral presentation of research findings.			X			
	a. Analyze recommendations with regard to audience and purpose.	11-12SL4		X			
	B .Anticipate audience questions and prepare answers.	11-12SL1c			X		
	c. Answer questions and refute counter arguments.	11-12SL1c, d		X			
	d. Present results clearly and convincingly using media to enhance recommendations.	11-12SL5	X				

Common Core State Standards

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

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

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

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

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

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

Grades 11-12 Common Core		12 <sup>th</sup> Grade Utah Core					Notes
		Location(s) in the 12 <sup>th</sup> Grade Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	
<b>READING STANDARDS FOR LITERATURE (GRADES 11-12)</b>							
<b>RL</b>	<b>KEY IDEAS AND DETAILS (GRADES 11-12)</b>						
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.	1212c 1213b, c, d, e			X		These standards in the Utah Core require students to cite text in order to complete an analysis.
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.	1213c			X		Common Core (CC) causes students to read more thoroughly and use higher critical thinking skills than the Utah Core.
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).	1212c 1213a, d, e			X		CC focuses on the impact of choice and not just the literary element itself.
<b>RL</b>	<b>CRAFT AND STRUCTURE (GRADES 11-12)</b>						
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.)	1211b			X		CC focuses on vocabulary in context rather than word origins that can be studied in a vocabulary list.
11-12RL5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g.,					X	Utah's Core focuses more on literary elements and not the craft of creating

Common Core to 12 <sup>th</sup> GRADE Utah English Language Arts Core							
Grades 11-12 Common Core			12 <sup>th</sup> Grade Utah Core				
		Location(s) in the 12 <sup>th</sup> Grade Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
	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.						them and why.
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).	1212c 1213e			X		Utah's Core looks at an author's stated and implied assumptions within informational text; it also analyzes sub-genre, such as satire, rather than distinguishing how these elements are used in the text itself.
<b>RL</b>	<b>INTEGRATION OF KNOWLEDGE AND IDEAS (GRADE 11-12)</b>						
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.)	1212d 1213f			X		Utah's Core asks students to analyze multiple informational texts for accuracy and also compare types of poetry without applying critical thinking or interpretation.
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.	1213b, c, d			X		Utah's Core has no specific reference to particular centuries.
<b>RL</b>	<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY (GRADE 11-12)</b>						

Common Core to 12 <sup>th</sup> GRADE Utah English Language Arts Core							
Grades 11-12 Common Core		12 <sup>th</sup> Grade Utah Core					
		Location(s) in the 12 <sup>th</sup> Grade Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
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.					X	While Utah Core aids students in comprehending literature, it doesn't address text complexity nor does it scaffold reading between grades 11 and 12.
<b>READING STANDARDS FOR INFORMATIONAL TEXT (GRADE 11-12)</b>							
<b>RI</b>	<b>KEY IDEAS AND DETAILS (GRADE 11-12)</b>						
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.	1212c, d			X		Utah's Core identifies whereas CC requires analysis.
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.	1212c			X		Utah's Core does not require complex analysis.
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.					X	
<b>RI</b>	<b>CRAFT AND STRUCTURE (GRADES 11-12)</b>						

## Common Core to 12<sup>th</sup> GRADE Utah English Language Arts Core

Grades 11-12 Common Core		12 <sup>th</sup> Grade Utah Core					
		Location(s) in the 12 <sup>th</sup> Grade Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
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).	1211a, b, c		X			
11-12RI5	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.	1212a, b			X		Utah's Core does not go into the specific expectations.
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.	1212c 1213a			X		Utah Core has very little regarding rhetorical analysis.
<b>RI</b>	<b>INTEGRATION OF KNOWLEDGE AND IDEAS (GRADES 11-12)</b>						
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.	1212d 1231b 1232b, c			X		
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.					X	Historical context for U.S. texts is missing from Utah Core.

Common Core to 12 <sup>th</sup> GRADE Utah English Language Arts Core							
Grades 11-12 Common Core		12 <sup>th</sup> Grade Utah Core					
		Location(s) in the 12 <sup>th</sup> Grade Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
	Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).						
11-12RI9	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.	1212c 1213c, d			X		
<b>RI</b>	<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY (GRADES 11-12)</b>						
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.					X	While Utah Core aids students in comprehending informational text, it doesn’t address text complexity nor does it scaffold reading between grades 11 and 12.
<b>WRITING STANDARDS GRADES 11-12: THREE TYPES – 1) argument; 2) informative/explanatory; 3) Narrative</b>							
<b>W</b>	<b>TEXT TYPES AND PURPOSES (GRADES 11-12)</b>						
11-12W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.					X	Utah Core is based on specific skill sets where CC is based on critical thinking skills. Argument is a new component at the 11-12 level.



Common Core to 12 <sup>th</sup> GRADE Utah English Language Arts Core							
Grades 11-12 Common Core		12 <sup>th</sup> Grade Utah Core					
		Location(s) in the 12 <sup>th</sup> Grade Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
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.					X	Various elements of writing (i.e., word choice, tone) exist in the Utah Core, but not for the purpose of creating an argument.
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.					X	
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.					X	
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.					X	
11-12W1e	Provide a concluding statement or section that follows from and supports the argument presented.					X	In the past we have focused on persuasive writing, but very little on true argument.

**Common Core to 12<sup>th</sup> GRADE Utah English Language Arts Core**

Grades 11-12 Common Core		12 <sup>th</sup> Grade Utah Core					
		Location(s) in the 12 <sup>th</sup> Grade Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
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.	1223			X		Utah Core requires students to critique and evaluate informative texts, but CC requires students to write informative texts.
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.	1223 1232			X		Utah Core is geared toward revision. CC is geared toward drafting and process.  Nothing about visuals or technology in the Utah Core.
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.					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.					X	
11-12W2d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.					X	
11-12W2e	Establish and maintain a formal style and	1222a			X		

**Common Core to 12<sup>th</sup> GRADE Utah English Language Arts Core**

Grades 11-12 Common Core		12 <sup>th</sup> Grade Utah Core					Notes
		Location(s) in the 12 <sup>th</sup> Grade Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	
	objective tone while attending to the norms and conventions of the discipline in which they are writing.						
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).					X	Not specific in the Utah Core.
11-12W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.					X	We feel like many teachers are already teaching these skills; however, they are mentioned in the Utah Core at grades 7-8.
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.					X	Covered in lower grades.
11-12W3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.					X	Covered in lower grades.
11-12W3c	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,					X	Covered in lower grades.

Common Core to 12 <sup>th</sup> GRADE Utah English Language Arts Core							
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	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.					X	Covered in lower grades.
11-12W3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.					X	Covered in lower grades.
<b>W: PRODUCTION AND DISTRIBUTION OF WRITING (GRADES 11-12)</b>							
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.)	1223 1222a			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 11–12 on page 54.)	1223 123			X		
11-12W6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in	1233d			X		Relates more to inquiry standard in the Utah Core.

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	response to ongoing feedback, including new arguments or information.						
<b>W: RESEARCH TO BUILD AND PRESENT KNOWLEDGE (GRADES 11-12)</b>							
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.	123			X		Relates more to inquiry standard in the Utah Core.
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.	123			X		Relates more to inquiry standard in the Utah Core.
11-12W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	1212			X		Weak connection found in Reading standards.
11-12W9a	Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works	1213			X		Weak connection found in Reading standards.

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	of American literature, including how two or more texts from the same period treat similar themes or topics”).						
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]”).	1212			X		Weak connection found in Reading standards.
<b>W: RANGE OF WRITING (GRADES 11-12)</b>							
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.	1222			X		
<b>SPEAKING AND LISTENING STANDARDS: GRADES 11-12:</b>							
<b>SL</b>	<b>COMPREHENSION AND COLLABORATION (GRADES 11-12)</b>						
11-12SL1	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	1233a-d			X		Utah Core deals with inquiry/appropriate expression, but more with presentations rather than discussions. Not as much on “building on others’ ideas.”

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Grades 11-12 Common Core		12 <sup>th</sup> Grade Utah Core					
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	persuasively.						
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.	1231a-d, esp. c & d 1233a-c			X		Utah Core has research, using evidence, and sharing ideas/audience awareness, but imbedded into different purposes. Not set up as discussion.
11-12SL1b	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.	1231a 1232b, c 1233a-c			X		To do such, students need to observe/inquire and be aware of audience, so aspects of Utah Core help. (But these specific aims not set forth.)
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.	1231a-d 1232b-d 1233a-c		X			Utah Core emphasizes inquiry, research, evidence, and awareness of audience in oral communication, but CC seems more discussion-oriented rather than individual or oppositional.
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.	1231a-c 1232b, c 1233a-c		X			Utah Core has focus on inquiry, analysis of info./sources, awareness of theme/historical influence, and focus on oral communication. Utah Core not focused as much on building or resolving; also doesn't explicitly ask to determine how to deepen investigation but it's implicit.
11-12SL2	Integrate multiple sources of information	123		X			Utah Core focuses on analysis/synthesis,

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	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.						research and credibility, accuracy, but not a required focus on solving problems or discrepancies.
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.	1231 1233			X		Utah includes evaluating materials, noticing point of view, finding connections, being aware of tone and word choice, but not combined like this.
<b>SL</b>	<b>PRESENTATION OF KNOWLEDGE AND IDEAS (GRADES 11-12)</b>						
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 range of formal and informal tasks.	1231 1233		X			Oral presentation in Utah Core. Aspects of this in inquiry process and writing process, but not explicitly in the oral presentation of the Utah Core.
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.	1233		X			Yes, Utah Core just doesn’t specify as many reasons as to why to use media, nor does it specify as much with the various media.
11-12SL6	Adapt speech to a variety of contexts and					X	



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Grades 11-12 Common Core			12 <sup>th</sup> Grade Utah Core				
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	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.)						
<b>LANGUAGE STANDARDS GRADES 11-12</b>							
<b>L</b>	<b>CONVENTIONS OF STANDARD ENGLISH (GRADES 11-12)</b>						
<b>11-12L1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1223b			X		Utah Core does not discuss grammar and usage in speaking.  Utah Core mentions specifically: tenses, dialogue, direct quotations, and modifiers.
<b>11-12L1a</b>	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.					X	
<b>11-12L1b</b>	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.					X	
<b>11-12L2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	1223b		X			Utah Core includes punctuation of dialogue and in direct quotations and spelling. No mention of capitalization in 12 <sup>th</sup> -grade Utah Core.
<b>11-12L2a</b>	Observe hyphenation conventions.					X	
<b>11-12L2b</b>	Spell correctly.	1223b	X				
<b>L</b>	<b>KNOWLEDGE OF LANGUAGE (GRADES 11-12)</b>						
<b>11-12L3</b>	Apply knowledge of language to understand how language functions in	1222a, c 1223a			X		In 2.3.a – mostly passive and active voice and word choice; 1.2.c – using evidence of a text

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	different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	1212c					to comprehend more fully.  Utah Core does not discuss listening.
<b>11-12L3a</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.	1222a (fluency)				X	Utah Core mentions fluency but does not specifically mention syntax or how it relates to the study of complex texts.
<b>L</b>	VOCABULARY ACQUISITION AND USE (GRADES 11-12)						
<b>11-12L4</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.	121			X		
<b>11-12L4a</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.	1211	X				
<b>11-12L4b</b>	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).					X	
<b>11-12L4c</b>	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation	1211a 1211c			X		Utah Core does not discuss reference materials, pronunciation, or standard usage. The Utah Core does not discuss etymologies and linguistic roots which may clarify precise

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Grades 11-12 Common Core		12 <sup>th</sup> Grade Utah Core					
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	of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.						meaning.
<b>11-12L4d</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).	1211		X			Utah Core does not discuss using resources (dictionary) to find word meanings.
<b>11-12L5</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.					X	
<b>11-12L5a</b>	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.					X	
<b>11-12L5b</b>	Analyze nuances in the meaning of words with similar denotations.					X	
<b>11-12L6</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.					X	