

**Main Criteria:** Spelling Classroom  
**Secondary Criteria:** Connecticut Core Standards  
**Subject:** Language Arts  
**Grades:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

## Spelling Classroom

### Word Introduction

Summary: Words are pronounced and introduced in a contextual setting.

### Connecticut Core Standards

#### Language Arts

Grade 1 - Adopted: 2010

DOMAIN / CONTENT STANDARD	CT.CC.R F.1.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.1.3(g)	Recognize and read grade-appropriate irregularly spelled words.
DOMAIN / CONTENT STANDARD	CT.CC.R F.1.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.1.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN / CONTENT STANDARD	CT.CC.L. 1.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
INDICATOR	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
DOMAIN / CONTENT STANDARD	CT.CC.L. 1.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
DOMAIN / CONTENT STANDARD	CT.CC.L. 1.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.1.5(c)	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
DOMAIN / CONTENT STANDARD	CT.CC.L. 1.	Language Standards

<b>STATE FRAMEWORK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.1.6.</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

## Connecticut Core Standards

### Language Arts

Grade 2 - Adopted: 2010

<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.R F.2.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STATE FRAMEWORK</b>		<b>Fluency</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>RF.2.4.</b>	Read with sufficient accuracy and fluency to support comprehension.
<b>INDICATOR</b>	<b>RF.2.4(c)</b>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 2.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.2.2.</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>INDICATOR</b>	<b>L.2.2(d)</b>	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 2.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.2.4.</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
<b>INDICATOR</b>	<b>L.2.4(a)</b>	Use sentence-level context as a clue to the meaning of a word or phrase.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 2.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.2.5.</b>	Demonstrate understanding of word relationships and nuances in word meanings.
<b>INDICATOR</b>	<b>L.2.5(a)</b>	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 2.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.2.6.</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

## Connecticut Core Standards

### Language Arts

Grade 3 - Adopted: 2010

<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.R F.3.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STATE FRAMEWORK</b>		<b>Phonics and Word Recognition</b>
<b>GRADE LEVEL</b>	<b>RF.3.3.</b>	Know and apply grade-level phonics and word analysis skills in decoding words.

EXPECTATION		
INDICATOR	RF.3.3(d)	Read grade-appropriate irregularly spelled words.
DOMAIN / CONTENT STANDARD	CT.CC.R F.3.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN / CONTENT STANDARD	CT.CC.L. 3.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
INDICATOR	L.3.2(f)	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
DOMAIN / CONTENT STANDARD	CT.CC.L. 3.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
DOMAIN / CONTENT STANDARD	CT.CC.L. 3.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
INDICATOR	L.3.5(b)	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
DOMAIN / CONTENT STANDARD	CT.CC.L. 3.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

## Connecticut Core Standards

### Language Arts

Grade 4 - Adopted: 2010

DOMAIN / CONTENT STANDARD	CT.CC.R F.4.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN /	CT.CC.L.	Language Standards

CONTENT STANDARD	4.	
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
INDICATOR	L.4.5(c)	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

## Connecticut Core Standards

### Language Arts

Grade 5 - Adopted: 2010

DOMAIN / CONTENT STANDARD	CT.CC.R F.5.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN / CONTENT STANDARD	CT.CC.L. 5.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN / CONTENT STANDARD	CT.CC.L. 5.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

INDICATOR	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
DOMAIN / CONTENT STANDARD	CT.CC.L. 5.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
INDICATOR	L.5.5(c)	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

### Connecticut Core Standards

#### Language Arts

Grade 6 - Adopted: 2010

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2(b)	Spell correctly.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### Connecticut Core Standards

#### Language Arts

Grade 7 - Adopted: 2010

DOMAIN / CONTENT STANDARD	CT.CC.SL.7.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye

		contact, adequate volume, and clear pronunciation.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 7.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.7.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>INDICATOR</b>	<b>L.7.2(b)</b>	<b>Spell correctly.</b>
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 7.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.7.3.</b>	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>
<b>INDICATOR</b>	<b>L.7.3(a)</b>	<b>Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</b>
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 7.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.7.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>
<b>INDICATOR</b>	<b>L.7.4(a)</b>	<b>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</b>
<b>INDICATOR</b>	<b>L.7.4(d)</b>	<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).</b>
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 7.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.7.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
<b>INDICATOR</b>	<b>L.7.5(b)</b>	<b>Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</b>
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 7.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.7.6.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

### Connecticut Core Standards

#### Language Arts

Grade 8 - Adopted: 2010

<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.R L.8.</b>	<b>Reading Standards for Literature</b>
<b>STATE FRAMEWORK</b>		<b>Craft and Structure</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>RL.8.4.</b>	<b>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</b>
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.SL .8.</b>	<b>Speaking and Listening Standards</b>
<b>STATE FRAMEWORK</b>		<b>Presentation of Knowledge and Ideas</b>

GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.8.2(c)	Spell correctly.
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
INDICATOR	L.8.5(b)	Use the relationship between particular words to better understand each of the words.
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Connecticut Core Standards

### Language Arts

Grade 9 - Adopted: 2010

DOMAIN / CONTENT STANDARD	CT.CC.L. 9-10.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.9-10.2(c)	Spell correctly.
DOMAIN / CONTENT STANDARD	CT.CC.L. 9-10.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).



<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 9-10.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.9-10.6.</b>	<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.</b>

### Connecticut Core Standards

#### Language Arts

Grade 10 - Adopted: 2010

<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 9-10.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.9-10.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>INDICATOR</b>	<b>L.9-10.2(c)</b>	<b>Spell correctly.</b>

<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 9-10.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</b>
<b>INDICATOR</b>	<b>L.9-10.4(a)</b>	<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.</b>
<b>INDICATOR</b>	<b>L.9-10.4(d)</b>	<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).</b>

<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 9-10.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.9-10.6.</b>	<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.</b>

### Connecticut Core Standards

#### Language Arts

Grade 11 - Adopted: 2010

<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 11-12.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.11-12.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
<b>INDICATOR</b>	<b>L.11-12.1(a)</b>	<b>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</b>

<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 11-12.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.11-12.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>



INDICATOR	L.11-12.2(b)	Spell correctly.
DOMAIN / CONTENT STANDARD	CT.CC.L. 11-12.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT STANDARD	CT.CC.L. 11-12.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### Connecticut Core Standards

#### Language Arts

Grade 12 - Adopted: 2010

DOMAIN / CONTENT STANDARD	CT.CC.L. 11-12.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.11-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.11-12.1(a)	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
DOMAIN / CONTENT STANDARD	CT.CC.L. 11-12.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.11-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.11-12.2(b)	Spell correctly.
DOMAIN / CONTENT STANDARD	CT.CC.L. 11-12.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT STANDARD	CT.CC.L. 11-12.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL	L.11-	Acquire and use accurately general academic and domain-specific words and

EXPECTATION	12.6.	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.
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