

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



Kindergarten

GRADE K		
CCSS	CT Standard Match	ELL Framework
READING STRAND: READING FOR LITERATURE STANDARDS		
Key Ideas and Details		
<p>CC.K.R.L.1 With prompting and support, ask and answer questions about key details in a text.</p>	<p>CT.PK.R.22 Reading Comprehension: During Reading: Ask questions when things do not make sense.</p> <p>CT.PK.R.26 Reading Comprehension: After Reading: Answer "who," "what," "when," "where," "why" and "how" questions about the characters, setting, plot, theme, conflict, and point of view in a story.</p> <p>CT.PK.R.28 Reading Comprehension: After Reading: Identify the characters in a story.</p> <p>CT.K.R.36 Reading Comprehension: After Reading: Identify the setting, theme, conflict, and important events of the plot in a story.</p> <p>CT.K.R.34 Reading Comprehension: After Reading: Answer literal and easy inferential questions about texts read aloud.</p> <p>CT.K.R.29 Reading Comprehension: During Reading: Ask questions when things do not make sense.</p>	<p>1:1-1.A.e. (PreK-2) Ask and answer who, what, when, where and how questions.</p> <p>2:2-2.A.n. (PreK-2) Answer literal and inferential question about grade-appropriate texts.</p>

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<p>CC.K.R.L.2 With prompting and support, retell familiar stories, including key details.</p>	<p>CT.PK.R.27 Reading Comprehension: After Reading: Retell information from a story.</p> <p>CT.PK.R.28 Reading Comprehension: After Reading: Identify the characters in a story.</p> <p>CT.K.R.35 Reading Comprehension: After Reading: Retell information from a story, using proper sequence.</p> <p>CT.K.R.36 Reading Comprehension: After Reading: Identify the setting, theme, conflict, and important events of the plot in a story.</p>	<p>2:2-2.A.1 (PreK-2) Retell, explain and expand the text to check comprehension.</p> <p>2:2-3.B.m(PreK-2) Form an initial reaction to text.</p> <p>2:2-2.A.k(PreK-2) Read a story and represent the sequence of events through pictures, words, music or drama.</p> <p>2:2-2.A.m(PreK-2) Respond to a story orally.</p>
<p>CC.K.R.L.3 With prompting and support, identify characters, settings, and major events in a story.</p>	<p>CT.PK.R.26 Reading Comprehension: After Reading: Answer "who," "what," "when," "where," "why" and "how" questions about the characters, setting, plot, theme, conflict, and point of view in a story.</p> <p>CT.PK.R.28 Reading Comprehension: After Reading: Identify the characters in a story.</p> <p>CT.K.R.36 Reading Comprehension: After Reading: Identify the setting, theme, conflict, and important events of the plot in a story.</p>	<p>2:2-2.A.k(PreK-2) Read a story and represent the sequence of events through pictures, words, music or drama.</p> <p>2:2-2.A.n (PreK-2) Answer literal and inferential questions about grade-appropriate texts.</p> <p>2:2-3.B.m(PreK-2) Make inferences from visuals.</p> <p>2:2-3.B.h(PreK-2) Use graphic organizers to enhance comprehension.</p>

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Craft and Structure		
<p>CC.K.R.L.4 Ask and answer questions about unknown words in a text.</p>	<p>CT.PK.R.17 Vocabulary: Predict meanings of unknown words, using prior knowledge, context, photos, illustrations and diagrams.</p> <p>CT.PK.R.22 Reading Comprehension: During Reading: Ask questions when things do not make sense.</p> <p>CT.PK.R.29 Reading Comprehension: After Reading: Draw conclusions after listening to a story.</p> <p>CT.K.R.25 Vocabulary: Confirm meanings of unknown words, using prior knowledge, context, photos, illustrations and diagrams.</p>	<p>1:1-1.A.b(PreK-2) Ask and answer “yes/no” and “either/or” questions.</p> <p>1:1-2.B.b(PreK-2) Ask for the meaning of the word.</p> <p>2:2-3.A.c Recognize the need for and seek assistance.</p> <p>2:2-3B.f Use context to construct meaning.</p>
<p>CC.K.R.L.5 Recognize common types of texts (e.g., storybooks, poems).</p>	<p>CT.PK.R.30 Reading Comprehension: After Reading: Recognize there are different text structures, e.g., Once upon a time... beginnings - fairytales; Hickory, dickory, dock - nursery rhymes.</p> <p>CT.K.R.3 Concepts About Print: Identify types of everyday print materials, e.g., poems, newspapers, signs, labels and storybooks</p> <p>CT.K.R.39 Reading Comprehension: After Reading: Identify the specific purposes of a text, e.g., to find information, to enjoy a story, to receive</p>	<p>2:2-2.A.h(PreK-2) Explore a variety of genre.</p>

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	<p>a message.</p> <p>CT.1.R.45 Reading Comprehension: After Reading: Developing an Interpretation: Identify whether text is fiction or nonfiction.</p>	
<p>CC.K.R.L.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<p>CT.1.R.1 Concepts About Print: Identify title page, table of contents, author and illustrator of books.</p>	
Integration of Knowledge and Ideas		
<p>CC.K.R.L.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p>	<p>CT.K.R.6 Concepts About Print: Emergently "read" familiar books, i.e., recognize print and pictures tell the story.</p> <p>CT.K.R.27 Reading Comprehension: Before Reading: Use pre-reading strategies, such as predicting, picture walks, and questioning to set context for reading and to aid comprehension.</p>	<p>2:2-3.B.a(PreK-2) Preview illustrations and text.</p> <p>2:2-3.B.c(PreK-2) Make inferences from visuals.</p>
<p>CC.K.R.L.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>CT.1.R.47 Reading Comprehension: After Reading: Making Reader/Text Connections: Make text-to-self and text-to-text connections.</p>	<p>2:2-3.B.i(PreK-2) Make text-to-self, text-to-text and text-to-world connections.</p> <p>2:2-3.B.h(PreK-2) Use graphic organizers to enhance.</p>

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Range of Reading and Level of Text Complexity		
<p>CC.K.R.L.10 Actively engage in group reading activities with purpose and understanding.</p>	<p>CT.PK.OL.1 Listening: Attend to a speaker or reader during group activities.</p> <p>CT.K.OL.1 Listening: Listen for a specific purpose, including recalling events, summarizing details, and acquiring information.</p> <p>CT.K.OL.9 Speaking: Recite short poems, rhymes and songs.</p>	<p>2:2-1.B.c(PreK-2) Join in group response at appropriate times.</p> <p>2:2-1.B.e(PreK-2) Listen to and respect the opinions of others.</p> <p>3:3-1.A.j Evaluate and adjust effectiveness of communication.</p>
READING STRAND: READING FOR INFORMATION STANDARDS		
Key Ideas and Details		
<p>CC.K.R.I.1 With prompting and support, ask and answer questions about key details in a text.</p>	<p>CT.PK.R.22 Reading Comprehension: During Reading: Ask questions when things do not make sense.</p> <p>CT.PK.R.26 Reading Comprehension: After Reading: Answer "who," "what," "when," "where," "why" and "how" questions about the characters, setting, plot, theme, conflict, and point of view in a story.</p> <p>CT.PK.R.28 Reading Comprehension: After Reading: Identify the characters in a story.</p>	<p>2:2-2.A.l(PreK-2) Retell, explain and check comprehension.</p> <p>2:2-2.A.n(PreK-2) Answer literal and inferential questions about grade-appropriate texts.</p> <p>1:1-2.B.a(PreK-2) Indicate a lack of understanding.</p> <p>1:1-1.A.e(PreK-2) Ask and answer who, what when, were and how questions.</p>

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	<p>CT.K.R.29 Reading Comprehension: During Reading: Ask questions when things do not make sense.</p> <p>CT.K.R.34 Reading Comprehension: After Reading: Answer literal and easy inferential questions about texts read aloud.</p> <p>CT.K.R.36 Reading Comprehension: After Reading: Identify the setting, theme, conflict, and important events of the plot in a story.</p>	
<p>CC.K.R.I.2 With prompting and support, identify the main topic and retell key details of a text.</p>	<p>CT.K.R.34 Reading Comprehension: After Reading: Answer literal and easy inferential questions about texts read aloud.</p> <p>CT.K.R.37 Reading Comprehension: After Reading: Identify the topic of a nonfiction text.</p>	<p>2:2-2.A.i(PreK-2) Retell, explain and expand the text to check comprehension.</p> <p>2:2-2-A.j(PreK-2) Identify main idea.</p>
<p>CC.K.R.I.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>CT.1.R.47 Reading Comprehension: After Reading: Making Reader/Text Connections: Make text-to-self and text-to-text connections.</p>	<p>2:2-3.B.i(PreK-2) Make text-to-self, text-to-text and text-to-world connections.</p> <p>2:2-3.B.h(PreK-2) Use graphic organizers to enhance comprehension.</p>

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Craft and Structure		
<p>CC.K.R.I.4 With prompting and support, ask and answer questions about unknown words in a text.</p>	<p>CT.PK.R.17 Vocabulary: Predict meanings of unknown words, using prior knowledge, context, photos, illustrations and diagrams.</p> <p>CT.PK.R.22 Reading Comprehension: During Reading: Ask questions when things do not make sense.</p> <p>CT.K.R.25 Vocabulary: Confirm meanings of unknown words, using prior knowledge, context, photos, illustrations and diagrams.</p> <p>CT.K.R.29 Reading Comprehension: During Reading: Ask questions when things do not make sense.</p>	<p>1:1-1.A.b(PreK-2) Ask and answer “yes/no” and “either/or” questions.</p> <p>1:1-2.B.b(PreK-2) Ask for the meaning of a word.</p> <p>2:2-3.A.c. Recognize the need for and seek assistance.</p> <p>2:2-3.B.f. Use context to construct meaning.</p>
<p>CC.K.R.I.5 Identify the front cover, back cover, and title page of a book.</p>	<p>CT.K.R.5 Concepts About Print: Identify parts of books, e.g., spine, cover, pages, title, front, back.</p>	
<p>CC.K.R.I.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	<p>CT.1.R.1 Concepts About Print: Identify title page, table of contents, author and illustrator of books.</p>	

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Integration of Knowledge and Ideas		
<p>CC.K.R.I.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>	<p>CT.K.R.6 Concepts About Print: Emergently "read" familiar books, i.e., recognize print and pictures tell the story.</p> <p>CT.K.R.27 Reading Comprehension: Before Reading: Use pre-reading strategies, such as predicting, picture walks, and questioning to set context for reading and to aid comprehension.</p>	<p>2:2-3.B.a(PreK-2) Preview illustrations and text.</p> <p>2:2-3.B.c(PreK-2) Make inferences from visuals.</p>
<p>CC.K.R.I.8 With prompting and support, identify the reasons an author gives to support points in a text.</p>	<p>CT.1.R.48 Reading Comprehension: After Reading: Content and Structure: Identify the words an author or orator uses to create an image in the reader's mind.</p>	<p>2:2-3.B.k (Prek-2) Make inferences from explicit information.</p>
<p>CC.K.R.I.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>CT.1.R.35 Reading Comprehension: During Reading: Make connections, including text-to-text and text-to-self connections.</p> <p>CT.1.R.47 Reading Comprehension: After Reading: Making Reader/Text Connections: Make text-to-self and text-to-text connections.</p>	<p>2:2-3.B.i(PreK-2) Make text-to-self, text-to-text and text-to-world connections.</p> <p>2:2-3.B.b(PreK-2) Make connections to prior knowledge.</p>

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Range of Reading and Level of Text Complexity		
<p>CC.K.R.I.10 Actively engage in group reading activities with purpose and understanding.</p>	<p>CT.PK.OL.1 Listening: Attend to a speaker or reader during group activities.</p> <p>CT.K.OL.1 Listening: Listen for a specific purpose, including recalling events, summarizing details, and acquiring information.</p> <p>CT.K.OL.9 Speaking: Recite short poems, rhymes and songs.</p>	<p>2:2-1.B.c(PreK-2) Join in group response at appropriate times.</p> <p>2:2-1.B.e(PreK-2) Listen to and respect the opinions of others.</p> <p>3:3-1.A.j Evaluate and adjust effectiveness of communication.</p>
READING STRAND: FOUNDATIONAL SKILLS STANDARDS		
Print Concepts		
<p>CC.K.R.F.1 Demonstrate understanding of the organization and basic features of print.</p>	<p>CT.PK.R.1 Concepts About Print: Demonstrate book awareness, e.g., hold book upright, turn pages from front of book to the back, and scan pages from top to bottom and left to right.</p>	

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	<p>CT.PK.R.4 Concepts About Print: Recognize print conveys meaning, e.g., environmental print.</p> <p>CT.K.R.1 Concepts About Print: Recognize words are separated by spaces.</p> <p>CT.K.R.2 Concepts About Print: Recognize sentences are made of separate words.</p> <p>CT.K.R.3 Concepts About Print: Identify types of everyday print materials, e.g., poems, newspapers, signs, labels and storybooks.</p> <p>CT.K.R.5 Concepts About Print: Identify parts of books, e.g., spine, cover, pages, title, front, back.</p> <p>CT.K.R.6 Concepts About Print: Emergently "read" familiar books, i.e., recognize print and pictures tell the story.</p> <p>CT.K.R.7 Concepts About Print: Track printed words from left to right demonstrating one-to-one correspondence.</p>	

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<p>CC.K.R.F.1.a Follow words from left to right, top to bottom, and page by page.</p>	<p>CT.PK.R.1 Concepts About Print: Demonstrate book awareness, e.g., hold book upright, turn pages from front of book to the back, and scan pages from top to bottom and left to right.</p> <p>CT.K.R.7 Concepts About Print: Track printed words from left to right demonstrating one-to-one correspondence.</p>	
<p>CC.K.R.F.1.b Recognize that spoken words are represented in written language by specific sequences of letters.</p>	<p>CT.PK.R.4 Concepts About Print: Recognize print conveys meaning, e.g., environmental print.</p> <p>CT.K.R.2 Concepts About Print: Recognize sentences are made of separate words.</p> <p>CT.K.R.4 Concepts About Print: Distinguish letters from words.</p>	
<p>CC.K.R.F.1.c Understand that words are separated by spaces in print.</p>	<p>CT.K.R.1 Concepts About Print: Recognize words are separated by spaces.</p>	
<p>CC.K.R.F.1.d Recognize and name all upper- and lowercase letters of the alphabet</p>	<p>CT.PK.R.12 Phonics: Identify both upper and lower case letters of the alphabet.</p>	

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Phonological Awareness		
<p>CC.K.R.F.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	<p>CT.PK.R.6 Phonological Awareness: Identify spoken words that rhyme.</p> <p>CT.PK.R.7 Phonological Awareness: Orally produce rhyming words.</p> <p>CT.PK.R.8 Phonological Awareness: Segment and blend initial sounds.</p> <p>CT.K.R.9 Phonological Awareness: Blend onset and rime to form words, e.g., /d/ /o/ /g/ = dog.</p> <p>CT.K.R.10 Phonological Awareness: Identify spoken words with similar initial sounds.</p> <p>CT.K.R.11 Phonological Awareness: Identify spoken words with similar ending sounds.</p> <p>CT.K.R.12 Phonological Awareness: Produce groups of words orally that begins with the same initial sounds.</p> <p>CT.K.R.13 Phonological Awareness: Segment and isolate initial, medial and final sounds of CVC</p>	<p>2:2-2.A.b(PreK-2) Develop phonological and phonemic</p>

	(consonant-vowel-consonant) words.	awareness in English.
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	<p>CT.K.R.15 Phonological Awareness: Substitute initial phoneme sounds.</p> <p>CT.K.R.16 Phonological Awareness: Identify the number of syllables in three-syllable words.</p>	
<p>CC.K.R.F.2.a Recognize and produce rhyming words.</p>	<p>CT.PK.R.6 Phonological Awareness: Identify spoken words that rhyme.</p> <p>CT.PK.R.7 Phonological Awareness: Orally produce rhyming words.</p> <p>CT.K.R.8 Phonological Awareness: Produce rhyming words orally in response to spoken words.</p>	<p>2:2-2.A.b(PreK-2) Develop phonological and phonemic awareness in English.</p>
<p>CC.K.R.F.2.b Count, pronounce, blend, and segment syllables in spoken words.</p>	<p>CT.PK.R.10 Phonological Awareness: Identify the number of syllables in two-syllable words.</p> <p>CT.K.R.16 Phonological Awareness: Identify the number of syllables in three-syllable words.</p>	<p>2:2-2.A.b(PreK-2) Develop phonological and phonemic awareness in English.</p>
<p>CC.K.R.F.2.c Blend and segment onsets and rimes of single-syllable spoken words.</p>	<p>CT.PK.R.8 Phonological Awareness: Segment and blend initial sounds.</p> <p>CT.K.R.9 Phonological Awareness: Blend onset and</p>	<p>2:2-2.A.b(PreK-2) Develop phonological and phonemic awareness in English.</p>

	rime to form words, e.g., /d/ /o/ /g/ = dog.	
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CC.K.R.F.2.d Phonological Awareness: d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.*(This does not include CVCs ending with /l/, /r/,or /x/.)	CT.K.R.13 Phonological Awareness: Segment and isolate initial, medial and final sounds of CVC (consonant-vowel-consonant) words.	2:2-2.A.b(PreK-2) Develop phonological and phonemic awareness in English.
CC.K.R.F.2.e Phonological Awareness: Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	CT.K.R.15 Phonological Awareness: Substitute initial phoneme sounds.	2:2-2.A.b(PreK-2) Develop phonological and phonemic awareness in English.
Phonics and Word Recognition		
CC.K.R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.	<p>CT.PK.R.12 Phonics: Identify both upper and lower case letters of the alphabet.</p> <p>CT.PK.R.13 Phonics: Recognize familiar letter-sound correspondences.</p> <p>CT.K.R.17 Phonics: Demonstrate letter-sound correspondences for all single consonants.</p> <p>CT.K.R.18 Phonics: Identify letters matched to short vowel sounds.</p> <p>CT.K.R.19 Phonics: Use common consonant sounds with short vowels to decode three letter words.</p>	2:2-2.A.b(PreK-2) Develop phonological and phonemic awareness in English.

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<p>CC.K.R.F.3.a Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</p>	<p>CT.PK.R.13 Phonics: Recognize familiar letter-sound correspondences.</p> <p>CT.K.R.17 Phonics: Demonstrate letter-sound correspondences for all single consonants.</p>	<p>2:2-2.A.b(PreK-2) Develop phonological and phonemic awareness in English.</p>
<p>CC.K.R.F.3.b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p>	<p>CT.K.R.18 Phonics: Identify letters matched to short vowel sounds.</p> <p>CT.1.R.6 Phonological Awareness: Distinguish long and short vowel sounds in spoken one syllable words, e.g., bit/bite.</p>	<p>2:2-2.A.b(PreK-2) Develop phonological and phonemic awareness in English.</p>
<p>CC.K.R.F.3.c Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).</p>	<p>CT.PK.R.3 Concepts About Print: Recognize familiar printed words.</p> <p>CT.PK.R.14 High-Frequency Words: Recognize high-frequency words in isolation.</p> <p>CT.PK.R.20 Reading Comprehension: Before Reading: Activate prior knowledge to aid comprehension of fiction and nonfiction texts.</p> <p>CT.PK.R.21 Reading Comprehension: Before Reading: Predict outcomes based on clues in a text by answering teacher-led questions, e.g., What do you think will happen next?</p>	<p>2:2-2.A.c(PreK-2) Develop vocabulary.</p> <p>2:2-2.A.i(PreK-2) Expand academic vocabulary.</p>

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<p>CC.K.R.F.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>CT.1.R.7 Phonological Awareness: Delete, add and substitute letter sounds in initial position to make different words.</p>	<p>2:2-2.A.b(PreK-2) Develop phonological and phonemic awareness in English.</p>
Fluency		
<p>CC.K.R.F.4 Read emergent-reader texts with purpose and understanding.</p>	<p>CT.K.R.6 Concepts About Print: Emergently "read" familiar books, i.e., recognize print and pictures tell the story.</p> <p>CT.K.R.22 Fluency: Read decodable texts to practice and gain fluency.</p>	<p>2:2-2.A.f(PreK-2) Demonstrate comprehension of text through gestures and simple responses.</p> <p>2:2-2.A.g(PreK-2) Develop fluency.</p>
<p>CC.K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>CT.PK.W.9 Writing Genres, Traits and Crafts: Narrative: Write or discuss "stories," using at least pictures and letter-like approximations.</p> <p>CT.K.W.16 Writing Genres, Traits and Crafts: Narrative: Draw and write in journals about the day's events.</p> <p>CT.K.W.17 Writing Genres, Traits and Crafts: Narrative: Draw and write a story with a character and a problem.</p>	<p>2:2-3.C.n(PreK-2) Use elaboration and specific details.</p> <p>2:2-3.C.o(PreK-2) Use sequencing.</p>

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Production and Distribution of Writing		
<p>CC.K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p>CT.K.W.12 Writing Process: Revise by adding details to pictures or letters to words.</p> <p>CT.K.W.13 Writing Process: Talk about writing with the teacher.</p>	<p>2:2-3.C.g(PreK-2) Seek advice of teacher or peer to revise, expand and edit a draft (writing conferences).</p> <p>2:2-3.C.i(PreK-2) Engage in discussion with peers.</p>
<p>CC.K.W.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>CT.PK.W.7 Writing Process: Present final products in a variety of ways, e.g., the arts, dramatic play, technology.</p> <p>CT.K.W.14 Writing Process: Publish and present final products in a variety of ways, e.g., reader's theater, word processing.</p>	<p>2:2-3.C.k(PreK-2) Use technology to enhance writing.</p> <p>2:2-3.C.l(PreK-2) Publish and share final drafts.</p> <p>2:2-3.C.i(PreK-2) Engage in discussion with peers.</p> <p>2:2-3.C.g(PreK-2) Seek advice of teacher or peer to revise, expand and edit a draft (writing conferences).</p>
Research to Build and Present Knowledge		
<p>CC.K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>CT.K.W.15 Writing Genres, Traits and Crafts: Descriptive: Use pictures and letters to describe a topic, idea or event.</p> <p>CT.K.W.16 Writing Genres, Traits and Crafts: Narrative: Draw and write in journals about the day's events.</p>	<p>2:2-2.B.d(PreK-2) Engage in effective prewriting activities (brainstorming, discussing, graphic organizers, etc.)</p>

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	<p>CT.K.W.19 Writing Genres, Traits and Crafts: Persuasive: Dictate and write one idea for liking something.</p> <p>CT.1.W.14 Writing Genres, Traits and Crafts: Descriptive: Write details about a topic, e.g., favorite food, favorite place.</p> <p>CT.1.W.21 Writing Genres, Traits and Crafts: Persuasive: Write reasons for liking something, e.g., school, book, best friend, pet.</p>	<p>2:2-2.C.e Observe and record information.</p>

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SPEAKING AND LISTENING STRAND: SPEAKING AND LISTENING STANDARDS		
Comprehension and Collaboration		
<p>CC.K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p>	<p>CT.PK.OL.1 Listening: Attend to a speaker or reader during group activities.</p> <p>CT.PK.OL.3 Listening: Attend to peer speech during play.</p> <p>CT.PK.OL.4 Listening: Attend to partners' speech during conversation.</p> <p>CT.K.OL.4 Speaking: Take turns during conversation.</p> <p>CT.K.OL.5 Speaking: Participate in group discussion.</p> <p>CT.K.OL.6 Speaking: Use voice level fitting of setting.</p>	<p>3:3-1.A.a(PreK-2) Begin to interact minimally with others in formal and informal settings.</p> <p>3:3-1.A.d(PreK-2) Use acceptable tone and volume.</p> <p>3:3-1.A.g(PreK-2) Use acceptable emphasis and intonation.</p> <p>2:2-1.B.c(PreK-2) Join in group response at appropriate times.</p> <p>2:2-1.B.e(PreK-2) Listen to and respect the opinions of others.</p> <p>2:2-1.B.f(PreK-2) Respond to basic feedback appropriately.</p> <p>2:2-1.B.h Express and defend opinions.</p> <p>2:2-1.B.j(PreK-2) Contribute relevant ideas to a discussion.</p>

GRADE K		
CCSS	CT Standard Match	ELL Framework
<p>CC.K.SL.1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>	<p>CT.PK.OL.1 Listening: Attend to a speaker or reader during group activities.</p> <p>CT.PK.OL.3 Listening: Attend to peer speech during play.</p> <p>CT.PK.OL.4 Listening: Attend to partners' speech during conversation.</p> <p>CT.K.OL.4 Speaking: Take turns during conversation.</p> <p>CT.K.OL.6 Speaking: Use voice level fitting of setting.</p>	<p>2:2-1.B.b(PreK-2) Take turns when speaking.</p> <p>2:2-1.B.c(PreK-2) Join in group response at appropriate times.</p> <p>2:2-1.B.d(PreK-2) Express opinions.</p>
<p>CC.K.SL.1.b Continue a conversation through multiple exchanges.</p>	<p>CT.PK.OL.6 Speaking: Participate in one-to-one conversations and group discussions.</p>	<p>2:2-1.B.c(PreK-2) Join in group response at appropriate times.</p> <p>2:2-1.B.h(PreK-2) Express and defend opinions.</p> <p>2:2-1.B.i(PreK-2) Use personal experience to add to a discussion.</p> <p>2:2-1.B.j(PreK-2) Contribute relevant ideas to a discussion.</p>

GRADE K		
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<p>CC.K.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>	<p>CT.K.OL.2 Listening: Listen to acquire information and to respond to questions.</p> <p>CT.PK.R.22 Reading Comprehension: During Reading: Ask questions when things do not make sense.</p> <p>CT.K.R.29 Reading Comprehension: During Reading: Ask questions when things do not make sense.</p>	<p>1:1-2.C.c(PreK-2) Use different media (written sources and technology) to increase understanding.</p> <p>1:1-1.A.g(PreK-2) Ask simple questions for clarification.</p> <p>1:1-1.A.l(PreK-2) Ask complex questions to obtain information.</p>
<p>CC.K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>CT.PK.R.22 Reading Comprehension: During Reading: Ask questions when things do not make sense</p> <p>CT.K.R.29 Reading Comprehension: During Reading: Ask questions when things do not make sense.</p>	<p>1:1-1.A.g(PreK-2) Ask simple questions for clarification.</p> <p>1:1-1.A.l Ask complex questions to obtain information.</p> <p>1:1-2.B.a(PreK-2) Indicate a lack of understanding.</p> <p>1:1-2.B.f(PreK-2) Confer with peers to solve problems and make decisions.</p>

GRADE K		
CCSS	CT Standard Match	ELL Framework
Presentation of Knowledge and Ideas		
<p>CC.K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p>CT.PK.OL.7 Speaking: Share personal experiences.</p> <p>CT.PK.OL10 Speaking: Describe objects, events, feelings, etc. with details and examples.</p> <p>CT.K.OL.10 Speaking: Describe objects, events, feelings, etc. with details or examples.</p>	<p>2:2-1.B.i(PreK-2) Use personal experiences to add to a discussion.</p> <p>2:2-1.B.j(PreK-2) Contribute relevant ideas to a discussion.</p> <p>2:2-1.C.h(PreK-2) Communicate clearly and precisely.</p>
<p>CC.K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p>CT.PK.W.7 Writing Process: Present final products in a variety of ways, e.g., the arts, dramatic play, technology.</p> <p>CT.K.W.14 Writing Process: Publish and present final products in a variety of ways, e.g., reader's theater, word processing.</p>	<p>2:2-3.C.n Use elaborate and specific details.</p>

GRADE K		
CCSS	CT Standard Match	ELL Framework
<p>CC.K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>CT.K.OL.6 Speaking: Use voice level fitting of setting.</p>	<p>3:3-1.A.b(PreK-2) Make requests, show gratitude, apologize and express emotions using isolated words and phrases.</p> <p>3:3-1.A.d(PreK-2) Use acceptable tone and volume.</p> <p>3:3-1.A.g(PreK-2) Use acceptable emphasis and intonation.</p> <p>1:1-1.A.i(PreK-2) Express needs, feelings and ideas.</p>

GRADE K		
CCSS	CT Standard Match	ELL Framework
LANGUAGE STRAND: LANGUAGE STANDARDS		
Conventions of Standard English		
<p>CC.K.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>CT.PK.W.2 Writing Conventions: Print or copy their first name.</p> <p>CT.PK.W.3 Writing Conventions: Use letter-like approximation</p> <p>CT.PK.R.26 Reading Comprehension: After Reading: Answer "who," "what," "when," "where," "why" and "how" questions about the characters, setting, plot, theme, conflict, and point of view in a story.</p> <p>CT.PK.OL.6 Speaking: Participate in one-to-one conversations and group discussions</p> <p>CT.PK.OL.5 Speaking: Use complete sentences with at least five words.</p> <p>CT.K.W.7 Writing Conventions: Recognize names of letters and are able to write uppercase and lowercase letters when the letter name or sound is dictated.</p> <p>CT.1.W.3 Capitalization/Punctuation/Usage: Use</p>	<p>2:2-2.B.g(PreK-2) Attend to writing mechanics (capital letters, periods and question marks).</p> <p>2:2-2.B.j(PreK-2) Attend to writing mechanics (punctuation and spelling).</p>

	periods, question marks and exclamation	
GRADE K		
CCSS	CT Standard Match	ELL Framework
	<p>points.</p> <p>CT.1.W.5 Capitalization/Punctuation/Usage: Use simple singular and plural nouns, e.g., house/houses, girl/girls.</p> <p>CT.1.OL.5 Speaking: Ask questions for clarification and understanding.</p>	
<p>CC.K.L.1.a Print many upper- and lowercase letters.</p>	<p>CT.PK.W.2 Writing Conventions: Print or copy their first name.</p> <p>CT.PK.W.3 Writing Conventions: Use letter-like approximation.</p> <p>CT.1.W.7 Handwriting: Print legibly, e.g., size, spacing, formation, uppercase and lowercase.</p>	<p>2:2-2.B.a(PreK-2) Write the English alphabet accurately.</p> <p>2:2-2.B.b(PreK-2) Develop handwriting skills appropriate to the English alphabet.</p>
<p>CC.K.L.1.b Use frequently occurring nouns and verbs.</p>	<p>CT.1.W.4 Capitalization/Punctuation/Usage: Use nouns, verbs and adjectives.</p>	<p>2:2-2.A.c Develop vocabulary.</p>
<p>CC.K.L.1.c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p>	<p>CT.1.W.5 Capitalization/Punctuation/Usage: Use simple singular and plural nouns, e.g., house/houses, girl/girls.</p>	<p>2:2-1.C.b Use basic language patterns accurately.</p>

GRADE K		
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<p>CC.K.L.1.d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p>	<p>CT.PK.R.26 Reading Comprehension: After Reading: Answer "who," "what," "when," "where," "why" and "how" questions about the characters, setting, plot, theme, conflict, and point of view in a story.</p> <p>CT.1.OL.5 Speaking: Ask questions for clarification and understanding.</p>	<p>1:1-1.A.e(PreK-2) Ask and answer who, what when, where and how questions.</p> <p>1:1-1.A.g(PreK-2) Ask simple questions for clarification.</p>
<p>CC.K.L.1.e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p>	<p>CT.K.OL.11 Speaking: Make simple comparisons, e.g., positional words.</p>	<p>2:2-1.C.f(PreK-2) Recognize and use complex syntax.</p>
<p>CC.K.L.1.f Produce and expand complete sentences in shared language activities.</p>	<p>CT.PK.OL.5 Speaking: Use complete sentences with at least five words.</p> <p>CT.PK.OL.6 Speaking: Participate in one-to-one conversations and group discussions.</p> <p>CT.K.OL.7 Speaking: Share information and ideas in complete sentences.</p>	<p>2:2-1.C.c(PreK-2) Produce original sentences with increasing accuracy.</p> <p>2:2-1.C.g(PreK-2) Produce increasingly complex language.</p> <p>2:2-1.B.j(PreK-2) Contribute relevant ideas to a discussion.</p>

GRADE K		
CCSS	CT Standard Match	ELL Framework
<p>CC.K.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>CT.K.W.1 Writing Conventions: Use periods, question marks and exclamation marks at the end of sentences.</p> <p>CT.K.W.3 Writing Conventions: Write first and last name with correct capitalization.</p> <p>CT.K.W.5 Writing Conventions: Use capital letters to begin sentences, names and the word "I."</p> <p>CT.K.W.8 Writing Conventions: Spell high-frequency words, e.g., I, a, it, go, the, and.</p>	<p>2:2-2B.g(PreK-2) Attend to writing mechanics (capital letters, periods and question marks).</p> <p>2:2-2B.j(PreK-2) Attend to writing mechanics (punctuation and spelling).</p>
<p>CC.K.L.2.a Capitalize the first word in a sentence and the pronoun I.</p>	<p>CT.K.W.5 Writing Conventions: Use capital letters to begin sentences, names and the word "I."</p>	<p>2:2-2B.g(PreK-2) Attend to writing mechanics (capital letters, periods and question marks).</p>
<p>CC.K.L.2.b Recognize and name end punctuation.</p>	<p>CT.K.W.1 Writing Conventions: Use periods, question marks and exclamation marks at the end of sentences.</p>	<p>2:2-2B.g(PreK-2) Attend to writing mechanics (capital letters, periods and question marks).</p> <p>2:2-2B.j(PreK-2) Attend to writing mechanics (punctuation and spelling).</p>

GRADE K		
CCSS	CT Standard Match	ELL Framework
<p>CC.K.L.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p>	<p>CT.K.R.17 Phonics: Demonstrate letter-sound correspondences for all single consonants.</p> <p>CT.K.R.18 Phonics: Identify letters matched to short vowel sounds.</p>	<p>2:2-2.A.b(PreK-2) Develop phonological phonemic.</p>
<p>CC.K.L.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>CT.1.W.2 Spelling: Use spelling approximations, including beginning, middle and ending sounds and conventional spelling of common words:</p> <ul style="list-style-type: none"> a. onset and rime, e.g., bat, cat, fat; man, fan, can b. short vowel patterns, e.g., hat, pet, sip, mop, cut c. blends, e.g., st, tr, dr, br d. digraphs, e.g., sh, th, ch e. long vowel silent e, e.g., make, like 	<p>2:2-2.A.b(PreK-2) Develop phonological phonemic.</p>
Vocabulary Acquisition and Use		
<p>CC.K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p>	<p>CT.K.R.25 Vocabulary: Confirm meanings of unknown words, using prior knowledge, context, photos, illustrations and diagrams.</p>	<p>2:2-2.A.c(PreK-2) Develop vocabulary.</p> <p>2:2-2.A.i(PreK-2) Expand academic vocabulary.</p> <p>2:2-3.B.f(PreK-2) Use context to construct meaning.</p>

GRADE K		
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<p>CC.K.L.4.a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p>	<p>CT.1.R.16 Phonics: Decode compound words, contractions and words with common inflectional endings, e.g., -s, -es, -ed, -ing.</p> <p>CT.1.R.22 Vocabulary: Recognize words have more than one meaning.</p>	<p>2:2-2.A.c.(PreK-2) Develop vocabulary.</p> <p>2:2-2.A.e. Connect prior knowledge to new information.</p>
<p>CC.K.L.4.b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p>	<p>CT.1.R.16 Phonics: Decode compound words, contractions and words with common inflectional endings, e.g., -s, -es, -ed, -ing.</p>	<p>2:2-2.A.c(PreK-2) Develop vocabulary.</p> <p>2:2-2.A.e Connect prior knowledge to new information.</p>
<p>CC.K.L.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	<p>CT.1.R.23 Vocabulary: Classify categories of words, e.g., can tell which of the following are fruits and which are vegetables: oranges, carrots, bananas, peas.</p>	<p>2:2-2.A.c(PreK-2) Develop vocabulary.</p> <p>2:2-3.B.b(PreK-2) Make connections to prior knowledge.</p>
<p>CC.K.L.5.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>	<p>CT.1.R.25 Vocabulary: Identify common antonyms and synonyms.</p>	<p>2:2-2.A.c(PreK-2) Develop vocabulary.</p> <p>2:2-3.B.b(PreK-2) Make connections to prior knowledge.</p>

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<p>CC.K.L.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p>	<p>CT.K.OL.10 Speaking: Describe objects, events, feelings, etc. with details or examples.</p>	<p>2:2-3.B.i(PreK-2) Make text-to-self, text-to-text and text-to-world connections.</p> <p>2:2-2.A.c(PreK-2) Develop vocabulary.</p> <p>2:2-2.A.i(PreK-2) Expand academic vocabulary.</p>
	<p>CT.K.R.26 Vocabulary: Identify common words in basic categories, i.e., can give examples of favorite foods or favorite colors.</p>	
<p>CC.K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>CT.PK.R.18 Vocabulary: Use newly learned vocabulary during class discussions.</p>	<p>2:2-1.C.f(PreK-2) Recognize and use complex syntax.</p> <p>2:2-1.C.g(PreK-2) Produce increasingly complex language.</p>