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

CONNECTICUT
STATE DEPARTMENT
OF EDUCATION

Grade 4

GRADE 4		
CCSS	**CT Standard Match**	**ELL Framework Link**
READING STRAND: READING FOR LITERATURE STANDARDS		
Key Ideas and Details		
CC.4.R.L.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	**CT.4.R.20** Reading Comprehension: Before and During Reading: Summarize information to maintain focus and provide clarity. **CT.4.R.22** Reading Comprehension: After Reading: General Understanding: Explain steps in a process, e.g., problem solving in mathematics, life cycle of a butterfly. **CT.4.R.23** Reading Comprehension: After Reading: General Understanding: Summarize information, including main idea, most important text-based facts, details, and/or ideas, e.g., newspaper, magazine, Internet articles and content journals. **CT.4.R.25** Reading Comprehension: After Reading: General Understanding: Infer characteristics, setting, plot events, theme and conflict.	**2:2-3.B.k (3-5)** Make inferences from explicit information. **2.2-3.B.m (3-5)** Identify main ideas and supporting details. **2.2-3.B.s (3-5)** Make inferences from implicit information. **2.2-3.B.v (3-5)** Support interpretation with evidence from text.
CC.4.R.L.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	**CT.4.R.23** Reading Comprehension: After Reading: General Understanding: Summarize information, including main idea, most important text-based facts, details, and/or ideas, e.g., newspaper, magazine, Internet articles and content journals. **CT.4.R.25** Reading Comprehension: After Reading: General Understanding: Infer characteristics, setting, plot events, theme and conflict.	**2.2-3.B.m (3-5)** Identify main idea and supporting details. **2.2-3.B.o (3-5)** Summarize the text. **2:2-2.A.x (3-5)** Interpret and respond to text.

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CC.4.R.L.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	**CT.4.R.24** Reading Comprehension: After Reading: General Understanding: Describe the components of setting, e.g., time, location, descriptive surroundings. **CT.4.R.25** Reading Comprehension: After Reading: General Understanding: Infer characteristics, setting, plot events, theme and conflict.	**2:2-2.A.m (3-5)** Retell, explain and expand the text to check comprehension. **2:2-3.C.p (3-5)** Use elaboration and specific details. **2:2-3.B. v (3-5)** Support interpretation with evidence from text.
Craft and Structure		
CC.4.R.L.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	**CT.4.R.19** Reading Comprehension: Before and During Reading: Use cueing system and context clues to determine meanings of words.	**2.2-2.A.c (3-5)** Develop vocabulary. **2.2-2.A.e (3-5)** Connect prior knowledge to new information. **2.2-2.A.j (3-5)** Expand academic vocabulary. **2. 2-3.B.f (3-5)** Use content to construct meaning.
CC.4.R.L.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, stage directions) when writing or speaking about a text.	**CT.4.R.26** Reading Comprehension: After Reading: Developing an Interpretation: Identify and explain the elements of particular literary forms, e.g., poetry, short story, biography, journalistic writing, narrative.	**2.2-2.A.i (3-5)** Explore a variety of genre.

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CC.4.R.L.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	**CT.4.R.31** Reading Comprehension: After Reading: Developing an Interpretation: Identify and explain the difference between first-, second- and third-person point of view. **CT.4.R.28** Reading Comprehension: After Reading: Developing an Interpretation: Use multiple texts to compare and contrast characters, settings, plots, themes, conflicts and points of view.	**2.2-3.B.h.(3-5)** Use graphic organizers to enhance comprehension.
Integration of Knowledge and Ideas		
CC.4.R.L.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	**CT.4.R.28** Reading Comprehension: After Reading: Developing an Interpretation: Use multiple texts to compare and contrast characters, settings, plots, themes, conflicts and points of view.	**2.2-3.B.j. (3-5)** Visualize images suggested by the text. **2.2-3.B.s. (3-5)** Make inferences from implicit information. **2.2-3.B.v. (3-5)** Support interpretation with evidence from text.
CC.4.R.L.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	**CT.4.R.28** Reading Comprehension: After Reading: Developing an Interpretation: Use multiple texts to compare and contrast characters, settings, plots, themes, conflicts and points of view.	**2.2-2.A.i (3-5)** Explore a variety of genre. **2.2-2.A.u (3-5)** Analyze, synthesize and construct meaning from text. **2.2-2.A.x (3-5)** Interpret and respond to text.

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CCSS	**CT Standard Match**	**ELL Framework Link**
READING STRAND: READING FOR INFORMATION STANDARDS		
Key Ideas and Details		
CC.4.R.I.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	**CT.4.R.23** Reading Comprehension: After Reading: General Understanding: Summarize information, including main idea, most important text-based facts, details, and/or ideas, e.g., newspaper, magazine, Internet articles and content journals. **CT.4.R.22** Reading Comprehension: After Reading: General Understanding: Explain steps in a process, e.g., problem solving in mathematics, life cycle of a butterfly.	**2.2-3.B.v (3-5)** Support interpretation with evidence from the text. **2.2-3.B.s (3-5)** Make inferences from implicit information. **2.2-2.A.k (3-5)** Identify main idea and supporting details.
CC.4.R.I.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	**CT.4.R.22** Reading Comprehension: After Reading: General Understanding: Explain steps in a process, e.g., problem solving in mathematics, life cycle of a butterfly. **CT.4.R.23** Reading Comprehension: After Reading: General Understanding: Summarize information, including main idea, most important text-based facts, details, and/or ideas, e.g., newspaper, magazine, Internet articles and content journals.	**2.2-2.A.k (3-5)** Identify main ideas and supporting details. **2.2-3.B.o (3-5)** Summarize the text.
CC.4.R.I.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	**CT.4.R.22** Reading Comprehension: After Reading: General Understanding: Explain steps in a process, e.g., problem solving in mathematics, life cycle of a butterfly.	**2.2-3.B.v (3-5)** Support interpretation with evidence from text. **2.2-3.C.p (3-5)** Use elaboration and specific details.

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	CT.4.R.23 Reading Comprehension: After Reading: General Understanding: Summarize information, including main idea, most important text-based facts, details, and/or ideas, e.g., newspaper, magazine, Internet articles and content journals.	
Craft and Structure		
CC.4.R.I.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 4 topic or subject area.	**CT.4.R.19** Reading Comprehension: Before and During Reading: Use cueing system and context clues to determine meanings of words. **CT.4.R.21** Reading Comprehension: Before and During Reading: Use appropriate resources to locate information, e.g., index, glossary, dictionary, thesaurus, directory, website on a specific topic or for a specific purpose. **CT.4.R.2** Word Study: Know sounds and meanings for a wide range of suffixes and prefixes, including those relevant to specific content areas.	**2.2-2.A.c (3-5)** Develop vocabulary. **2.2-2.A.j (3-5)** Expand academic vocabulary.
CC.4.R.I.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	**CT.4.R.29** Reading Comprehension: After Reading: Developing an Interpretation: Recognize organizational patterns of text, e.g., main ideas and supporting details, compare/contrast, cause/effect, sequence of events.	**2.2-2.A.n (3-5)** Select and organize relevant information. **2.2-3B.h. (3-5)** Use graphic organizers to enhance comprehension.

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CC.4.R.I.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	**CT.4.R.28** Reading Comprehension: After Reading: Developing an Interpretation: Use multiple texts to compare and contrast characters, settings, plots, themes, conflicts and points of view.	**2.2-2.A.u (3-5)** Analyze, synthesize and construct meaning. **2.2-2.A.v (3-5)** Critique and evaluate text.
Integration of Knowledge and Ideas		
CC.4.R.I.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	**CT.4.R.21** Reading Comprehension: Before and During Reading: Use appropriate resources to locate information, e.g., index, glossary, dictionary, thesaurus, directory, website on a specific topic or for a specific purpose.	**2.2-2.A.x (3-5)** Interpret and respond to text. **2.2-3.B.c. (3-5)** Make inferences from visuals. **2.2-3.B.p (3-5)** Skim chapter headings, subheadings and highlighted materials to predict and confirm. **2.2-3.B.a (3-5)** Preview illustrations and text.
CC.4.R.I.8 Explain how an author uses reasons and evidence to support particular points in a text.	**CT.4.R.32** Reading Comprehension: After Reading: Developing an Interpretation: Determine an author's purpose for including or omitting details to create meaning.	**2.2-2.A.t (3-5)** Develop a critical stance. **2:2-2.A.x (3-5)** Interpret and respond to text. **2.2-3.B.f (3-5)** Use context to construct meaning.

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CC.4.R.I.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	**CT.4.R.40** Reading Comprehension: After Reading: Content and Structure: Make generalizations about a topic after reading more than one text, e.g., life during the Civil War after reading several informational/expository and literary/narrative accounts of this historic period.	**2.2-3.B.i (3-5)** Make text-o-self, text-to-text and text-to-world connections. **2.2-3.B.v (3-5)** Support interpretation with evidence from the text. **2.2-2.A.d (3-5)** Expand knowledge of content.
READING STRAND: FOUNDATIONAL SKILLS STANDARDS		
Phonics and Word Recognition		
CC.4.R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.	**CT.4.R.1** Word Study: Know sounds for letter patterns common to multisyllable or low frequency words, e.g., ch as in machinery, chemistry and chip. **CT.4.R.2** Word Study: Know sounds and meanings for a wide range of suffixes and prefixes, including those relevant to specific content areas. **CT.4.R.4** Word Study: Use letter-sound correspondence, structural analysis, and analogy to decode grade-appropriate unfamiliar words across all content areas.	**2.2-3.B.u (3-5)** Use knowledge of common word parts to learn new words and aid in comprehension. **2.2-2.A.b (3-5)** Develop phonological and phonemic awareness in English. **2.2-2.A.h (3-5)** Recognize common word parts.

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CC.4.R.F.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	**CT.4.R.4** Word Study: Use letter-sound correspondence, structural analysis, and analogy to decode grade-appropriate unfamiliar words across all content areas.	**2.2-2.A.b (3-5)** Develop phonological and phonemic awareness in English. **2.2-2.A.r.(3-5)** Increase fluency. **1.1-2.A.b (3-5)** Experiment with recently learned language. **1.1-2.A.e (3-5)** Rehearse language patterns.
Fluency		
CC.4.R.F.4 Read with sufficient accuracy and fluency to support comprehension.	**CT.4.R.6** Fluency: Read aloud, while comprehending, unpracticed text with fluency at 120-135+ words correct per minute.	**2.2-2.A.c (3-5)** Develop vocabulary. **2.2-2.A.r (3-5)** Increase fluency.
CC.4.R.F.4.a Read grade-level text with purpose and understanding.	**CT.4.R.5** Fluency: Adjust reading rate to match text complexity, type of text and purpose for reading, e.g., skimming for facts, scanning for key words, and close/careful reading for understanding new or complex ideas.	**2:2-3.B.e (3-5)** Set a purpose for reading. **2:2-3.B.f (3-5)** Use context to construct meaning. **2:2-3.B.t. (3-5)** Monitor comprehension while reading and self-correct.

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CC.4.R.F.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	**CT.4.R.5** Fluency: Adjust reading rate to match text complexity, type of text and purpose for reading, e.g., skimming for facts, scanning for key words, and close/careful reading for understanding new or complex ideas. **CT.4.R.6** Fluency: Read aloud, while comprehending, unpracticed text with fluency at 120-135+ words correct per minute.	**2.2-2.A.r (3-5)** Increase fluency. **2.2-1.C.j (3-5)** Adjust language, as appropriate, to audience, purpose and task.
CC.4.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**CT.4.R.3** Word Study: Use context to read and understand words with more than one pronunciation, e.g., an object vs. to object.	**2.2-3.B.f (3-5)** Use context to construct meaning. **2.2-3.B.g (3-5)** Reread. **2.2-3.B.t (3-5)** Monitor comprehension while reading and self-correct.

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WRITING STRAND: WRITING STANDARDS		
Text Types and Purposes		
CC.4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	**CT.4.W.39** Writing Genres, Traits and Crafts: Persuasive: Write to persuade an audience to purchase a product or change a rule, e.g., advertisement, letter to principal about dress code.	**2.2-3.C.e (3-5)** Use a topic sentence as a means of writing on the topic. **2:2-3.C.p (3-5)** Use elaboration and specific details.
CC.4.W.1.a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	**CT.4.W.27** Writing Process: Plan: choose an appropriate written, oral or visual format based on audience and purpose. **CT.4.W.28** Writing Process: Draft: complete a draft demonstrating connections among ideas. **CT.4.W.37** Writing Genres, Traits and Crafts: Expository: Write a report with accurate use of appropriate text structure, e.g., organization, transition and sequence. **CT.4.W.38** Writing Genres, Traits and Crafts: Expository: Write a news article with a strong lead and supporting detail.	**2.2-1.B.d (3-5)** Express opinions. **2.2-3.C.e (3-5)** Use a topic sentence as a means of writing on the topic. **2.2-3. C. j (3-5)** Use graphic organizers to plan writing.
CC.4.W.1.b Purposes: Provide reasons that are supported by facts and details.	**CT.4.W.38** Writing Genres, Traits and Crafts: Expository: Write a news article with a strong lead and supporting detail.	**2.2-3.C.p (3-5)** Use elaboration and specific details. **2.2-2.B.l (3-5)** Develop clear ideas with supporting details and evidence.

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CC.4W.1.c Link opinion and reasons linking words and phrases (e.g. for instance, in order to, in addition).		**2:2-2.B.o (3-5)** Use linguistic transitional elements (first, next, then).
CC.4W.1.d Provide a concluding statement or section related to the opinion presented.		**2:2-1.B.h (3-5)** Express and defend opinions.
CC.4W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	**CT.4.W.37** Writing Genres, Traits and Crafts: Expository: Write a report with accurate use of appropriate text structure, e.g., organization, transition and sequence. **CT.4.W.38** Writing Genres, Traits and Crafts: Expository: Write a news article with a strong lead and supporting detail.	**2.2-2.B.f (3-5)** Write on a topic. **2.2-2.B.e (3-5)** Produce original sentences. **2.2-2.B.l (3-5)** Develop clear ideas with supporting details and evidence. **2.2-2.B.p (3-5)** Write expository essays.
CC.4W.2.a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	**CT.4.W.37** Writing Genres, Traits and Crafts: Expository: Write a report with accurate use of appropriate text structure, e.g., organization, transition and sequence.	**2.2-2.C.c (3-5)** Use appropriate visual, print and auditory sources. **2.2-2.C.e (3-5)** Use available technology to gather information. **2:2-2.B.l (3-5)** Develop clear ideas with supporting details and evidence.

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CC.4.W.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	**CT.4.W.38** Writing Genres, Traits and Crafts: Expository: Write a news article with a strong lead and supporting detail.	**2:2-2.A.k (3-5)** Identify main idea and supporting details. **2:2-3.C.e (3-5)** Use a topic sentence as a means of writing on a topic. **2.2-2.B.p (3-5)** Write expository essays.
CC.4.W.2.c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	**CT.4.W.37** Writing Genres, Traits and Crafts: Expository: Write a report with accurate use of appropriate text structure, e.g., organization, transition and sequence.	**2.2-2.B.o (3-5)** Use linguistic transitional elements (first, next, then).
CC.4.W.2.d		
CC.4.W.2.e Provide a concluding statement or section related to the information or explanation presented.	**CT.5.W.22** Writing Process: Revise: rework writing several times based on different points of focus, e.g., first reading - add details for elaboration; second reading - delete sentences or phrases to achieve paragraph unity; third reading - reorganize ideas for meaning.	**2:2-3.C.f. (3-5)** Restate a prompt to establish focus.
CC.4.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	**CT.4.W.34** Writing Genres, Traits and Crafts: Narrative: Write a myth, legend or fantasy piece, using literary devices, e.g., personification, metaphor, hyperbole. **CT.4.W.35** Writing Genres, Traits and Crafts: Narrative: Provide a specific account of an event.	**2.2-2.B.i (3-5)** Write a narrative.

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	CT.4.W.36 Writing Genres, Traits and Crafts: Narrative: Write a personal narrative in own voice, e.g., Spinach makes me gag.	
CC.4.W.3.c Use a variety of transitional words and phrases to manage the sequence of events.	**CT.4.W.28** Writing Process: Draft: complete a draft demonstrating connections among ideas.	**2.2-2.B.o (3-5)** Use linguistic transitional elements (first, next, last).
CC.4.W.3.d		
CC.4.W.3.e Provide a conclusion that follows from the narrated experiences or events.	**CT.4.W.36** Writing Genres, Traits and Crafts: Narrative: Write a personal narrative in own voice, e.g., Spinach makes me gag.	
Production and Distribution of Writing		
CC.4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	**CT.4.W.27** Writing Process: Plan: choose an appropriate written, oral or visual format based on audience and purpose. **CT.4.W.28** Writing Process: Draft: complete a draft demonstrating connections among ideas.	**2.2-2.B.l (3-5)** Develop clear ideas with supporting details and evidence. **2.2-2.B.m (3-5)** Adjust language, as appropriate, to audience, purpose and task.
CC.4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. (Editing for conventions should demonstrate command of Language standards 1–3, up to and including Grade 4 on page 29.)	**CT.4.W.27** Writing Process: Plan: choose an appropriate written, oral or visual format based on audience and purpose **CT.4.W.28** Writing Process: Draft: complete a draft demonstrating connections among ideas.	**2.2-2.A.n (3-5)** Select and organize relevant information. **2.2-2.B.n (3-5)** Revise, expand and edit a draft with teacher assistance. **2.2-2.B.j (3-5)** Revise, expand and edit a draft with peer input.

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	CT.4.W.29 Writing Process: Revise: revise a completed draft, incorporating feedback from peers and teacher, e.g., ... helped me understand the topic more clearly, I was confused by..., Be more clear about ..., Use a better word for .. **CT.4.W.30** Writing Process: Edit: use multiple resources, e.g., dictionary, glossary, thesaurus, for proofreading and editing.	**2.2-3.C.g (3-5)** Seek advice of teacher or peer to revise, expand and edit a draft (writing conferences).
CC.4.W.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	**CT.4.W.31** Writing Process: Publish/Present: publish and present final products in a variety of ways, including the arts and technology, e.g., book of poetry, a theatrical performance and a newscast.	**2.2-3.C.k (3-5)** Use technology to enhance writing.
Research to Build and Present Knowledge		
CC.4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	**CT.4.W.31** Writing Process: Publish/Present: publish and present final products in a variety of ways, including the arts and technology, e.g., book of poetry, a theatrical performance and a newscast.	**2.2-2.C.c (3-5)** Use appropriate visual, print and auditory sources. **2.2-2.C.e (3-5)** Use available technology to gather information. **2.2-2.C.f (3-5)** Raise additional questions generated by research.

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CC.4.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.	**CT.4.W.28** Writing Process: Draft: complete a draft demonstrating connections among ideas.	**2.2-2.A.e (3-5)** Connect prior knowledge to new information. **2.2-2.C.h (3-5)** Select and organize information from appropriate sources for a specific purpose. **2.2-2.C.e (3-5)** Use available technology to gather information. **2.2-3.C.d (3-5)** Make lists.
CC.4.W.9 Draw evidence from literary or informational texts to support analysis, reflection and research.	**CT.4.W.28** Writing Process: Draft: complete a draft demonstrating connections among ideas.	**2.2-3.B.s (3-5)** Make inferences from implicit information. **2.2-3.C.p (3-5)** Use elaboration and specific details.
CC.4.W.9.a Apply Grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words or actions].").	**CT.4.W.35** Writing Genres, Traits and Crafts: Narrative: Provide a specific account of an event.	**2.2-2.A.u (3-5)** Analyze, synthesize and construct meaning from text.

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SPEAKING AND LISTENING STRAND: SPEAKING AND LISTENING STANDARDS		
Comprehension and Collaboration		
CC.4.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 4 topics and texts, building on others' ideas and expressing their own clearly.	**CT.4.OL.2** Listening / Speaking: Pose questions, listen to the ideas of others, and contribute own information and ideas in group discussions.	**1:1-1.A.d (3-5)** Initiate communication. **1:1-1A.i (3-5)** Express needs, feelings and ideas. **1:1-1A.k (3-5)** Negotiate solutions to problems or misunderstandings. **1:1-1A.n (3-5)** Persuade others by defending and arguing a position.
CC.4.SL.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	**CT.4.OL.2** Listening/Speaking: Pose questions, listen to the ideas of others, and contribute own information and ideas in group discussions.	**1:1-2.A.f (3-5)** Plan and practice anticipated conversations. **1:1-2.B.c (3-5)** Work in cooperative groups. **2:2-1.B.j (3-5)** Contribute relevant ideas to a discussion.
CC.4.SL.1.c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	**CT.4.OL.2** Listening / Speaking: Pose questions, listen to the ideas of others, and contribute own information and ideas in group discussions.	**1.1-2.A.j (3-5)** Self-monitor and adjust language accordingly. **1.1-2.B.e (3-5)** Ask whether a particular word or phrase is correct.

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		1.1-1.A.j (3-5) Clarify and restate information as needed. **2.2-1.A.e (3-5)** Ask a teacher to restate or simplify directions.
CC.4.SL.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	**CT.4.OL.2** Listening/Speaking: Pose questions, listen to the ideas of others, and contribute own information and ideas in group discussions.	**1:1-1.A.i (3-5)** Express needs, feelings and ideas. **1.1-2.B.d (3-5)** Use primary language to clarify meaning and information. **1.1-2.B.e (3-5)** Ask whether a particular word or phrase is correct.
CC.4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.	**CT.3.OL.3** Listening: Paraphrase information that has been shared by others.	**2.2-1.C.i (3-5)** Communicate clearly and precisely. **2.2-2 A. k (3-5)** Identify main ideas and supporting details. **2.2-3.B.o (3-5)** Summarize the text.
Presentation of Knowledge and Ideas		
CC.4.SL.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	**CT.4.OL.1** Listening / Speaking: Speak in a clear voice with fluency to communicate an accurate message (i.e., present dramatic interpretations of experiences, stories, poems, plays, directions.	**1.1-2.A.i (3-5)** Plan and experiment with variations of language in different settings. **1:1-2.A.f (3-5)** Plan and practice conversations.

GRADE 4		
CCSS	**CT Standard Match**	**ELL Framework Link**
	CT.4.OL.3 Listening/Speaking: Make oral presentations that show appropriate consideration of audience, purpose and information to be conveyed. **CT.4.OL.4** Listening/Speaking: Use volume, pitch, phrasing, pace, modulation and gestures to enhance meaning.	**2.2-1.B.a (3-5)** Participate in full-class, group and paired activities.
CC.4.SL.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	**CT.4.W.31** Writing Process: Publish/Present: publish and present final products in a variety of ways, including the arts and technology, e.g., book of poetry, a theatrical performance, a newscast	**2.2-2.C.c (3-5)** Use appropriate visual, print and auditory sources.
CC.4.SL.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 on page 28 for specific expectations.)	**CT.4.OL.3** Listening / Speaking: Make oral presentations that show appropriate consideration of audience, purpose and information to be conveyed.	**2.2-1.C.f (3-5)** Recognize the difference between standard and nonstandard English. **2.2-1.C.g (3-5)** Recognize and use complex syntax. **2.2-1.C.i (3-5)** Communicate clearly and precisely. **2.2-1.C.j (3-5)** Adjust language, as appropriate, to audience, purpose and task.

GRADE 4		
CCSS	**CT Standard Match**	**ELL Framework Link**
LANGUAGE STRAND: LANGUAGE STANDARDS		
Conventions of Standard English		
CC.4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**CT.2.OL.10** Speaking: Use oral language conventions, such as structures of standard English. **CT.3.W.30** Writing Process: Revise: revise a completed draft by rearranging words, phrases or sentences, provide supporting details, use correct sequence and fix run-on sentences and fragments.	**2.2-1.C.b (3-5)** Use basic language patterns appropriately. **2:2-1.C.f.(3-5)** Recognize the difference between standard and nonstandard English. **2.2-1.C.g (3-5)** Recognize and use complex syntax. **2.2-1.C.h (3-5)** Produce increasingly complex language.
CC.4.L.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	**CT.3.W.43** Writing Genres, Traits and Crafts: Persuasive: Write two or more paragraphs, stating an opinion and supporting that opinion with details.	**2.2-2.B.e (3-5)** Produce original sentences. **2.2-2.B.k (3-5)** Attend to writing mechanics (punctuation and spelling). **2.2-2.B.g (3-5)** Attend to writing mechanics (capital letters, periods and question marks). **2.2-2.B.q (3-5)** Recognize and use syntax.
CC.4.L.1.g Correctly use frequently confused words (e.g., to, too, two; there, their).*	**CT.4.W.8** Spelling: Spell common homophones, e.g., its, it's; know, no; your, you're.	**2.2-2.B.k (3-5)** Attend to writing mechanics (punctuation and spelling).

GRADE 4		
CCSS	**CT Standard Match**	**ELL Framework Link**
CC.4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**CT.4.W.20** Capitalization/Punctuation/Usage: Use italics, underlining, or quotation marks for titles. **CT.4.W.21** Capitalization/Punctuation/Usage: Use colon after greeting in a business letter. **CT.4.W.22** Capitalization/Punctuation/Usage: Use hyphen between syllables at line breaks. **CT.4.W.23** Capitalization/Punctuation/Usage: Use single/plural agreement between nouns and modifiers, e.g., one child and two children. **CT.4.W.24** Capitalization/Punctuation/Usage: Logically use conjunctions, e.g., I like dogs, but I am allergic to them. **CT.4.W.25** Capitalization/Punctuation/Usage: Use correct placement of pronouns. Correct examples: - Juanita and I went to the store. - She gave candy to Juanita and me. Incorrect examples: - Me and Juanita went to the store. - She gave the candy to Juanita and I.	**2.2-2.B.g (3-5)** Attend to writing mechanics (capital letters, periods and question marks). **2.2-2.B.k (3-5)** Attend to writing mechanics (punctuation and spelling). **2.2-2.B.q (3-5)** Recognize and use syntax.

GRADE 4		
CCSS	**CT Standard Match**	**ELL Framework Link**
	CT.4.W.26 Capitalization/Punctuation/Usage: Use resources to find correct spelling for words identified as misspelled, e.g., electronic spellers, dictionaries, personal dictionaries. **CT.4.W.19** Capitalization/Punctuation/Usage: Use comma after an introductory phrase, e.g., After the scary movie, she wished she had read the book, or clause, e.g., After she went to the movie, she wanted to read the book. **CT.4.W.18** Capitalization/Punctuation/Usage: Use comma in complete address, e.g., 345 Oak Ave., Hartford, CT. **CT.4.W.17** Capitalization/Punctuation/Usage: Use comma to set off titles or initials, e.g., Dr. Smith, M.D.. **CT.4.W.16** Capitalization/Punctuation/Usage: Cite sources, e.g., lists titles and authors alphabetically. **CT.4.W.15** Capitalization/Punctuation/Usage: Indent paragraphs consistently. **CT.4.W.14** Capitalization/Punctuation/Usage: Use resources to correct capitalization.	

GRADE 4		
CCSS	**CT Standard Match**	**ELL Framework Link**
	CT.4.W.13 Capitalization/Punctuation/Usage: Capitalize abbreviations correctly, e.g., Calif. or CA, Mr., Dr. **CT.4.W.12** Capitalization/Punctuation/Usage: Capitalize important words in a title of a book or article, e.g., Martin's Big Words: The Life of Dr. Martin Luther King, Jr. **CT.4.W.11** Capitalization/Punctuation/Usage: Use capitalization, punctuation, and usage rules from previous grades. **CT.4.W.10** Spelling: Apply spelling knowledge in writing (vowels, patterns, etc.). **CT.4.W.9** Spelling: Use knowledge about morphology and structural analysis as an aid to spelling words. **CT.4.W.7** Spelling: Spell high-frequency words correctly, e.g., people, water. **CT.4.W.5** Spelling: Use spelling rules and patterns from previous grades.	

GRADE 4		
CCSS	**CT Standard Match**	**ELL Framework Link**
CC.4.L.2.a Use correct capitalization.	**CT.3.W.11** Capitalization/Punctuation/Usage: Capitalize first word inside quotation marks. **CT.3.W.12** Capitalization/Punctuation/Usage: Capitalize all proper nouns. **CT.3.W.13** Capitalization/Punctuation/Usage: Write apostrophes to show possession. **CT.3.W.14** Capitalization/Punctuation/Usage: Use period after an abbreviation or initial, e.g., Dr. Georgia Scott, M.D.	**2.2-2.B.g (3-5)** Attend to writing mechanics (capital letters, periods and question marks).
CC.4.L.2.b Use commas and quotation marks to mark direct speech and quotations from a text.	**CT.4.W.11** Capitalization/Punctuation/Usage: Use capitalization, punctuation, and usage rules from previous grades.	**2.2-2.B.g (3-5)** Attend to writing mechanics (capital letters, periods, question marks).
CC.4.L.2.c Use a comma before a coordinating conjunction in a compound sentence.	**CT.3.W.11** Capitalization/Punctuation/Usage: Capitalize first word inside quotation marks.	**2.2-2.B.k (3-5)** Attend to writing mechanics (punctuation and spelling).
CC.4.L.2.d Spell grade-appropriate words correctly, consulting references as needed.	**CT.4.W.6** Spelling: Spell grade-appropriate words taught as part of the curriculum across content areas.	**2.2-2.B.k (3-5)** Attend to writing mechanics (punctuation and spelling).

GRADE 4		
CCSS	**CT Standard Match**	**ELL Framework Link**
Knowledge of Language		
CC.4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	**CT.2.OL.10** Speaking: Use oral language conventions, such as structures of standard English. **CT.3.OL.4** Speaking: Express clearly main idea and elaborate with supporting details. **CT.3.OL.6** Speaking: Present ideas with clarity, voice and fluency to communicate a message, e.g., present dramatic interpretations of experiences, stories, poems or plays.	**2:2-2.B.k (3-5)** Attend to writing mechanics (punctuation and spelling). **2.2-1.C.b (3-5)** Use basic language patterns appropriately. **2.2-2.A.h (3-5)** Recognize common word parts. **2.2-1.C.j (3-5)** Adjust language, as appropriate, to audience, purpose and task.
CC.4.L.3.c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	**CT.4.OL.3** Listening/Speaking: Make oral presentations that show appropriate consideration of audience, purpose and information to be conveyed.	**2.2-1.C.f (3-5)** Recognize the difference between standard and nonstandard English. **2.2-1.C.j (3-5)** Adjust language, as appropriate, to audience, purpose and task.
Vocabulary Acquisition and Use		
CC.4.L.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.	**CT.4.R.8** Vocabulary: Identify specific words or phrases causing comprehension difficulties and apply strategies to support comprehension. **CT.4.R.19** Reading Comprehension: Before and During Reading: Use cueing system and context clues to determine meanings of words.	**2.2-2.A.c (3-5)** Develop vocabulary. **2.2-2.A.h (3-5)** Recognize common word parts. **2.2-2.A.j (3-5)** Expand academic vocabulary.

GRADE 4		
CCSS	**CT Standard Match**	**ELL Framework Link**
	CT.4.R.21 Reading Comprehension: Before and During Reading: Use appropriate resources to locate information, e.g., index, glossary, dictionary, thesaurus, directory, website on a specific topic or for a specific purpose.	**2.2-3.B.f (3-5)** Use context to construct meaning.
CC.4.L.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	**CT.4.R.19** Reading Comprehension: Before and During Reading: Use cueing system and context clues to determine meanings of words.	**2.2-3.B.f (3-5)** Use context to construct meaning.
CC.4.L.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	**CT.4.R.10** Vocabulary: Infer word meanings from common roots, prefixes, suffixes, e.g., port: transportation, porter, import, report. **CT.4.R.21** Reading Comprehension: Before and During Reading: Use appropriate resources to locate information, e.g., index, glossary, dictionary, thesaurus, directory, website on a specific topic or for a specific purpose.	**2.2-2.A.h (3-5)** Recognize common word parts. **2.2-3.B.u (3-5)** Use knowledge of common word parts to learn new words and aid in comprehension.
CC.4.L.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	**CT.4.R.21** Reading Comprehension: Before and During Reading: Use appropriate resources to locate information, e.g., index, glossary, dictionary, thesaurus, directory, website on a specific topic or for a specific purpose.	**2.2-2.C.d (3-5)** Consult print and non-print resources. **2.2-2.C.e (3-5)** Use available technology to gather information. **2.2-3.C.m (3-5)** Use reference materials (dictionaries, thesauruses, grammar books).

GRADE 4		
CCSS	**CT Standard Match**	**ELL Framework Link**
CC.4.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	**CT.4.R.36** Reading Comprehension: After Reading: Content and Structure: Identify literacy devices the author uses to appeal to the reader, e.g., humor, imagery.	**3.3-1.B.f (3-5)** Expand knowledge of idiomatic expressions. **3.3-1.B.c (3-5)** Use common idioms. **3.3-1.A.m (3-5)** Evaluate and adjust effectiveness of communication.
CC.4.L.5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	**CT.4.R.37** Reading Comprehension: After Reading: Content and Structure: Identify and explain the author's use of metaphor and onomatopoeia.	**2.2-2.A.s (3-5)** Recognize and use literary terms. **2.2-2.A.w (3-5)** Go beyond the text to enhance meaning.
CC.4.L.5.c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	**CT.1.R.25** Vocabulary: Identify common antonyms and synonyms.	**2.2-2.A.c. (3-5)** Develop vocabulary. **2.2-2.A.j (3-5)** Expand academic vocabulary.
CC.4.L.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).	**CT.4.R.7** Vocabulary: Develop a high-frequency word vocabulary list from literary and content area texts, e.g., across content vocabulary notebook. **CT.4.R.11** Vocabulary: Use new vocabulary from informational/expository text and literary/narrative text, including text from a variety of cultures and communities, in oral and written communication.	**2.2-1.C.i (3-5)** Communicate clearly and precisely. **2.2-2.A.j (3-5)** Expand academic vocabulary.

GRADE 4		
CCSS	**CT Standard Match**	**ELL Framework Link**
	CT.4.R.13 Vocabulary: Define words and concepts necessary for understanding math, science, social studies, literature and other content area text. **CT.4.R.14** Vocabulary: Explain that some words have a different meaning in different content areas, e.g., concept of shade in science and art.	