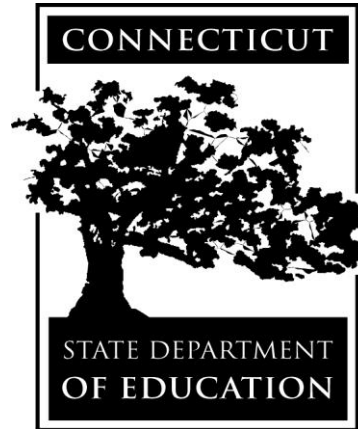


English Language Arts Crosswalk Common Core State Standards to Connecticut State Standards to District Curriculum



Grade 5

GRADE 5		
CCSS	CT Standard Match	ELL Framework Link
READING STRAND: READING FOR LITERATURE STANDARDS		
Key Ideas and Details		
<p>CC.5.R.L.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>CT.5.R.7 Reading Comprehension: Before and During Reading: Make inferences based on implicit and explicit information in the text; provide justification for those inferences.</p> <p>CT.5.R.30 Reading Comprehension: After Reading: Content and Structure: Explain how information in a text could be used to solve a problem and cite text-based examples, e.g., use information from an article about when fruits and vegetables are in season to save money at the grocery store.</p> <p>CT.5.R.22 Reading Comprehension: After Reading: Developing an Interpretation: Find similarities and differences within and between texts using text-based evidence, e.g., character's point of view in poetry and narrative; the author's feelings and the poet's feelings; cultural perspectives in a magazine article and an editorial.</p>	<p>2:2-2.A.u (3-5) Analyze, synthesize and construct meaning from text.</p> <p>2:2-2.A.x (3-5) Interpret and respond to text.</p> <p>2:2-3.B.k (3-5) Make inferences from explicit information.</p>
<p>CC.5.R.L.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	<p>CT.5.R.8 Reading Comprehension: After Reading: General Understanding: Identify recurring themes in literature, including books by the same author, e.g., friendship, conflict.</p>	<p>2:2-2.A.k (3-5) Identify main idea and supporting details.</p> <p>2:2-2.A.v (3-5) Critique and evaluate text.</p> <p>2:2-2.A.x (3-5) Interpret and respond to text.</p>

GRADE 5		
CCSS	CT Standard Match	ELL Framework Link
	<p>CT.5.R.10 Reading Comprehension: After Reading: General Understanding: Discuss and analyze how characters in text deal with conflicts of human experience, relating to real life situations.</p> <p>CT.5.R.11 Reading Comprehension: After Reading: General Understanding: Summarize the major actions that define the plot and how actions lead to conflict or resolution.</p>	<p>2:2-3.B.o (3-5) Summarize the text.</p> <p>2:2-2.A.m(3-5) Retell, explain and expand the text to check comprehension.</p>
<p>CC.5.R.L.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>	<p>CT.5.R.18 Reading Comprehension: After Reading: Developing an Interpretation: Compare and contrast the same conflict from the point of view of two different characters.</p> <p>CT.5.R.20 Reading Comprehension: After Reading: Developing an Interpretation: Explain similarities and differences within and among multiple cultures or historical periods, e.g., marriage customs or family vs. community responsibilities.</p> <p>CT.5.R.22 Reading Comprehension: After Reading: Developing an Interpretation: Find similarities and differences within and between texts using text-based evidence, e.g., character's point of view in poetry and narrative; the author's feelings and the poet's feelings; cultural perspectives in a magazine article and an editorial.</p>	<p>2:2-2.A.t (3-5) Develop a critical stance.</p> <p>2:2-2.A.v (3-5) Critique and evaluate text.</p> <p>2:2-2.A.n (3-5) Select and organize relevant information.</p> <p>2:2-2.A.u (3-5) Analyze, synthesize and construct meaning from text.</p>

GRADE 5		
CCSS	CT Standard Match	ELL Framework Link
Craft and Structure		
<p>CC.5.R.L.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>	<p>CT.5.R.1 Vocabulary: Use prior knowledge, context clues and graphic features to predict, clarify, and/or expand word meanings and concepts.</p> <p>CT.5.R.2 Vocabulary: Use structural analysis to understand new words and concepts.</p> <p>CT.5.R.3 Vocabulary: Use dictionaries, thesauruses, and glossaries to find or confirm word meanings, pronunciations, syllabication, synonyms, antonyms and parts of speech.</p> <p>CT.5.R.6 Reading Comprehension: Before and During Reading: Use cueing system and context clues to determine meanings of words.</p>	<p>2:2-2.A.c (3-5) Develop vocabulary.</p> <p>2:2-2.A.j (3-5) Expand academic vocabulary.</p> <p>2:2-2.A.s (3-5) Recognize and use literary terms.</p> <p>2:2-3.B.f (3-5) Use context to construct meaning.</p> <p>2:2-2.A.b (3-5) Develop phonological and phonemic awareness in English.</p>
<p>CC.5.R.L.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>	<p>CT.5.R.16 Reading Comprehension: After Reading: Developing an Interpretation: Explain the characteristics of various genres.</p>	<p>2:2-2.A.n (3-5) Select and organize relevant information.</p> <p>2:2-2.A.p (3-5) Classify data and information.</p>

GRADE 5		
CCSS	CT Standard Match	ELL Framework Link
	<p>CT.5.W.28 Writing Process: Reflect: Identifies professional authors' styles and techniques, e.g., leads, conclusions, word choice, purpose, character and plot development; critiques peers' writing and supports the opinion using established criteria, e.g., content, organization, style, conventions; explains strengths and weaknesses of own writing using criteria, e.g., rubrics and anchor papers, checklists, six-trait scoring guides; uses criteria to choose and defend choices for a writing portfolio.</p>	
<p>CC.5.R.L.6 Describe how a narrator's or speaker's point of view influences how events are described.</p>	<p>CT.5.R.13 Reading Comprehension: After Reading: General Understanding: Identify the narrator and explain which point of view is used in the text.</p> <p>CT.5.R.14 Reading Comprehension: After Reading: General Understanding: Explain how a story would change if a different character narrated it.</p> <p>CT.5.R.22 Reading Comprehension: After Reading: Developing an Interpretation: Find similarities and differences within and between texts using text-based evidence, e.g., character's point of view in poetry and narrative; the author's feelings and the poet's feelings; cultural perspectives in a magazine article and an editorial.</p>	<p>2:2-2.A.t (3-5) Develop a critical stance.</p> <p>2:2-2.A.x (3-5) Interpret and respond to text.</p>

GRADE 5		
CCSS	CT Standard Match	ELL Framework Link
	<p>CT.5.R.26 Reading Comprehension: After Reading: Content and Structure: Understand how the author's experience and beliefs influence text.</p> <p>CT.5.R.28 Reading Comprehension: After Reading: Content and Structure: Understand the social and cultural perspective from which the author writes and how that contributes to the text.</p>	
Integration of Knowledge and Ideas		
<p>CC.5.R.L.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel; multimedia presentation of fiction, folktale, myth, poem).</p>	<p>CT.5.R.19 Reading Comprehension: After Reading: Developing an Interpretation: Explain how specific text features help you understand a selection, e.g., how a chapter heading helps you think about the chapter, how boldface or italics signals a new term that can be found in the glossary.</p>	<p>2:2-2.C.c (3-5) Use appropriate visual, print and auditory sources.</p> <p>2:2-2.C.e (3-5) Use available technology to gather information.</p>
<p>CC.5.R.L.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p>CT.5.R.8 Reading Comprehension: After Reading: General Understanding: Identify recurring themes in literature, including books by the same author, e.g., friendship, conflict.</p> <p>CT.5.R.17 Reading Comprehension: After Reading: Developing an Interpretation: Compare and contrast ideas, themes and/or issues across texts, and across texts representing multicultural experiences.</p>	<p>2:2-2.A.i (3-5) Explore a variety of genre.</p> <p>2:2-3.B.i (3-5) Make text-to-self, text-to-text and text-to-world connections.</p> <p>2:2-2.A.u (3-5) Analyze, synthesize and construct meaning from text.</p>

GRADE 5		
CCSS	CT Standard Match	ELL Framework Link
	<p>CT.5.R.18 Reading Comprehension: After Reading: Developing an Interpretation: Compare and contrast the same conflict from the point of view of two different characters.</p> <p>CT.5.R.20 Reading Comprehension: After Reading: Developing an Interpretation: Explain similarities and differences within and among multiple cultures or historical periods, e.g., marriage customs or family vs. community responsibilities.</p> <p>CT.5.R.22 Reading Comprehension: After Reading: Developing an Interpretation: Find similarities and differences within and between texts using text-based evidence, e.g., character's point of view in poetry and narrative; the author's feelings and the poet's feelings; cultural perspectives in a magazine article and an editorial.</p>	
Range of Reading and Complexity of Text		
<p>CC.5.R.L.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	<p>CT.5.R.31 Reading Reflection / Behaviors: Choose a variety of genres to read, hear, view and write for personal enjoyment.</p> <p>CT.5.R.33 Reading Reflection / Behaviors: Set reading goals, create a plan to meet those goals, and monitor progress.</p>	<p>2:2-2.A.i (3-5) Explore a variety of genre.</p> <p>2:2-3.A.g (3-5) Develop independent study skills.</p>

GRADE 5		
CCSS	CT Standard Match	ELL Framework Link
READING STRAND: READING FOR INFORMATION STANDARDS		
Key Ideas and Details		
<p>CC.5.R.I.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>CT.5.R.7 Reading Comprehension: Before and During Reading: Make inferences based on implicit and explicit information in the text; provide justification for those inferences.</p> <p>CT.5.R.30 Reading Comprehension: After Reading: Content and Structure: Explain how information in a text could be used to solve a problem and cite text-based examples, e.g., use information from an article about when fruits and vegetables are in season to save money at the grocery store.</p> <p>CT.5.R.27 Reading Comprehension: After Reading: Content and Structure: Recognize author's perspective, e.g., opinion about an idea, stand on an issue, perspective on a topic, and cite supporting literary/narrative text details or information text facts.</p>	<p>2:2-2.A.x (3-5) Interpret and respond to text.</p> <p>2:2-2.A.u (3-5) Analyze, synthesize and construct meaning from text.</p>
<p>CC.5.R.I.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p>CT.5.R.5 Reading Comprehension: Before and During Reading: Determine the importance of ideas (main ideas, details and themes) in text.</p> <p>CT.5.R.7 Reading Comprehension: Before and During Reading: Make inferences based on implicit and explicit information in the text; provide justification for those inferences.</p>	<p>2:2-2.A.k (3-5) Identify main idea and supporting details.</p> <p>2:2-3.B.o (3-5) Summarize the text.</p>

GRADE 5		
CCSS	CT Standard Match	ELL Framework Link
<p>CC.5.R.I.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	<p>CT.5.R.10 Reading Comprehension: After Reading: General Understanding: Discuss and analyze how characters in text deal with conflicts of human experience, relating to real life situations.</p> <p>CT.5.R.25 Reading Comprehension: After Reading: Making Reader/Text Connections: Connect current issues, information from other texts, and personal experiences to characters, events and information.</p>	<p>2:2-2.A.m (3--5) Retail, explain and expand the text to check comprehension.</p> <p>2:2-2.A.u (3-5) Analyze, synthesize and construct meaning from text.</p> <p>2:2-2.A.w (3-5) Go beyond the text to enhance meaning.</p> <p>2:2-3.B.i (3-5) Make text-to-self, text-to-text and text-to-world connections.</p>
Craft and Structure		
<p>CC.5.R.I.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 5 topic or subject area.</p>	<p>CT.5.R.1 Vocabulary: Use prior knowledge, context clues and graphic features to predict, clarify, and/or expand word meanings and concepts.</p> <p>CT.5.R.2 Vocabulary: Use structural analysis to understand new words and concepts.</p> <p>CT.5.R.3 Vocabulary: Use dictionaries, thesauruses, and glossaries to find or confirm word meanings, pronunciations, syllabication, synonyms, antonyms and parts of speech.</p>	<p>2:2-2.A.j (3-5) Expand academic vocabulary.</p> <p>2:2.3.B.f (3-5) Use context to construct meaning.</p> <p>2:2-2.A.c (3-5) Develop vocabulary.</p> <p>2:2-3.B.u (3-5) Use knowledge of common word parts to learn new words and aid in comprehension.</p>

GRADE 5		
CCSS	CT Standard Match	ELL Framework Link
	<p>CT.5.R.6 Reading Comprehension: Before and During Reading: Use cueing system and context clues to determine meanings of words.</p>	
<p>CC.5.R.I.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>	<p>CT.5.R.16 Reading Comprehension: After Reading: Developing an Interpretation: Explain the characteristics of various genres.</p> <p>CT.5.R.19 Reading Comprehension: After Reading: Developing an Interpretation: Explain how specific text features help you understand a selection, e.g., how a chapter heading helps you think about the chapter, how boldface or italics signals a new term that can be found in the glossary.</p> <p>CT.5.R.22 Reading Comprehension: After Reading: Developing an Interpretation: Find similarities and differences within and between texts using text-based evidence, e.g., character's point of view in poetry and narrative; the author's feelings and the poet's feelings; cultural perspectives in a magazine article and an editorial.</p>	<p>2.2-2.A.n (3-5) Select and organize relevant information.</p> <p>2:2-2.A.p (3-5) Classify data and information.</p> <p>2:2-2.A.i (3-5) Explore a variety of genre.</p> <p>2:2-3.B.i (3-5) Make text-to-self, text-to-text and text-to-world connections.</p>

GRADE 5		
CCSS	CT Standard Match	ELL Framework Link
	<p>CT.5.W.28 Writing Process: Reflect: Identifies professional authors' styles and techniques, e.g., leads, conclusions, word choice, purpose, character and plot development; critiques peers' writing and supports the opinion using established criteria, e.g., content, organization, style, conventions; explains strengths and weaknesses of own writing using criteria, e.g., rubrics and anchor papers, checklists, six-trait scoring guides; uses criteria to choose and defend choices for a writing portfolio.</p> <p>CT.5.W.36 Writing Genres, Traits and Crafts: Expository: Write compare-contrast essay, using point-by-point structure.</p>	
<p>CC.5.R.I.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p>CT.5.R.13 Reading Comprehension: After Reading: General Understanding: Identify the narrator and explain which point of view is used in the text.</p> <p>CT.5.R.22 Reading Comprehension: After Reading: Developing an Interpretation: Find similarities and differences within and between texts using text-based evidence, e.g., character's point of view in poetry and narrative; the author's feelings and the poet's feelings; cultural perspectives in a magazine article and an editorial.</p>	<p>2:2-2.A.n (3-5) Select and organize relevant information.</p> <p>2:2-2.A.u (3-5) Analyze, synthesize and construct meaning from text.</p> <p>2:2-3.B.i (3-5) Make text-to-self, text-to-text and text-to-world connections.</p> <p>2:2-2.A.x (3-5) Interpret and respond to text.</p>

GRADE 5		
CCSS	CT Standard Match	ELL Framework Link
	<p>CT.5.R.26 Reading Comprehension: After Reading: Content and Structure: Understand how the author's experience and beliefs influence text.</p> <p>CT.5.R.28 Reading Comprehension: After Reading: Content and Structure: Understand the social and cultural perspective from which the author writes and how that contributes to the text.</p>	
Integration of Knowledge and Ideas		
<p>CC.5.R.I.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>	<p>CT.5.R.24 Reading Comprehension: After Reading: Making Reader/Text Connections: Evaluate the quality and value of text.</p> <p>CT.5.R.30 Reading Comprehension: After Reading: Content and Structure: Explain how information in a text could be used to solve a problem and cite text-based examples, e.g., use information from an article about when fruits and vegetables are in season to save money at the grocery store.</p>	<p>2:2-2.C.c (3-5) Use appropriate visual, print and auditory sources.</p> <p>2:2-2.C.e (3-5) Use available technology to gather information.</p> <p>2:2-2.C.h (3-5) Select and organize information from appropriate sources for a specific purpose.</p>
<p>CC.5.R.I.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	<p>CT.5.R.19 Reading Comprehension: After Reading: Developing an Interpretation: Explain how specific text features help you understand a selection, e.g., how a chapter heading helps you think about the chapter, how boldface or italics signals a new term that can be found in the glossary.</p>	<p>2:2-3.B.m (3-5) Identify main idea and supporting details.</p> <p>2:2-2.A.t (3-5) Develop a critical stance.</p> <p>2:2-3.B.s (3-5) Make inferences from implicit information.</p> <p>2:2-2.A.u (3-5) Analyze, synthesize and construct meaning from text.</p>

GRADE 5		
CCSS	CT Standard Match	ELL Framework Link
	<p>CT.5.R.26 Reading Comprehension: After Reading: Content and Structure: Understand how the author's experience and beliefs influence text.</p> <p>CT.5.R.27 Reading Comprehension: After Reading: Content and Structure: Recognize author's perspective, e.g., opinion about an idea, stand on an issue, perspective on a topic, and cite supporting literary/narrative text details or information text facts.</p> <p>CT.5.W.28 Writing Process: Reflect: Identifies professional authors' styles and techniques, e.g., leads, conclusions, word choice, purpose, character and plot development; critiques peers' writing and supports the opinion using established criteria, e.g., content, organization, style, conventions; explains strengths and weaknesses of own writing using criteria, e.g., rubrics and anchor papers, checklists, six-trait scoring guides; uses criteria to choose and defend choices for a writing portfolio.</p>	
<p>CC.5.R.I.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>CT.5.OL.1 Listening/Speaking: Pose questions, listen to the ideas of others, and contribute own information and ideas in group discussions.</p>	<p>2:2-2.C.h (3-5) Select and organize information from appropriate sources for a specific purpose.</p>

GRADE 5		
CCSS	CT Standard Match	ELL Framework Link
	<p>CT.5.W.20 Writing Process: Plan: gather and organize information from multiple sources to address a topic, e.g., electronic graphic organizer, comparison or classification chart.</p>	<p>2:2-3.B.1 (3-5) Make text-to-self, text-to-text and text-to-world connections.</p>
Range of Reading and Complexity of Text		
<p>CC.5.R.I.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	<p>CT.5.R.33 Reading Reflection / Behaviors: Set reading goals, create a plan to meet those goals, and monitor progress.</p> <p>CT.5.R.31 Reading Reflection / Behaviors: Choose a variety of genres to read, hear, view and write for personal enjoyment.</p>	<p>2:2-3.A.e (3-5) Use self-monitoring and self-correcting strategies.</p> <p>2:2-3.A.g (3-5) Develop independent study skills.</p> <p>2:2-2.A.m (3-5) Retell, explain and expand the text to check comprehension.</p> <p>2:2-2.A.i (3-5) Explore a variety or genre.</p>
READING STRAND: FOUNDATIONAL SKILLS STANDARDS		
Phonics and Word Recognition		
<p>CC.5.R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>CT.3.R.1 Phonics/Word Study: Use phonetic, structural, syntactical and contextual clues to read and understand words.</p>	<p>2:2-2.A.b (3-5) Develop phonological and phonemic awareness in English.</p> <p>2:2-2.A.h (3-5) Recognize common word parts.</p>

GRADE 5		
CCSS	CT Standard Match	ELL Framework Link
<p>CC.5.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.</p>	<p>CT.3.R.1 Phonics/Word Study: Use phonetic, structural, syntactical and contextual clues to read and understand words.</p> <p>CT.3.R.2 Phonics/Word Study: Know sounds for a wide range of suffixes and prefixes, e.g., -able, -tion, -ment, ex-, re-.</p>	<p>2:2-2.A.b (3-5) Develop phonological and phonemic awareness in English.</p> <p>2:2-2.A.h (3-5) Recognize common word parts.</p> <p>2:2-2.A.r (3-5) Increase fluency.</p>
	<p>CT.3.R.3 Phonics/Word Study: Use letter-sound correspondence, structural analysis and syllable patterns to decode multisyllable words.</p> <p>CT.3.R.4 Phonics/Word Study: Infer word meanings from roots, prefixes, and suffixes.</p> <p>CT.3.R.10 Phonics/Word Study: Read words containing complex letter patterns and/or word families, e.g., -ieve, -eive, -ield, in isolation and in context.</p>	<p>2:2-3.B.u (3-5) Use knowledge of common word parts to learn new words and aid in comprehension.</p>
Fluency		
<p>CC.5.R.F.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>CT.3.R.12 Fluency: Read aloud informational/expository text and literary/narrative text accurately, using appropriate pacing, phrasing and expression.</p> <p>CT.3.R.13 Fluency: Read aloud, while comprehending, unpracticed text with fluency at 110-120+ words correct per minute.</p>	<p>2:2.2.A.g (3-5) Develop fluency.</p> <p>2:2.2.A.r (3-5) Increase fluency.</p>

GRADE 5		
CCSS	CT Standard Match	ELL Framework Link
	CT.3.R.14 Fluency: Silently read longer, more complex texts.	
CC.5.R.F.4.a Read grade-level text with purpose and understanding.	CT.3.R.12 Fluency: Read aloud informational/expository text and literary/narrative text accurately, using appropriate pacing, phrasing and expression.	2:2.2.A.g (3-5) Develop fluency. 2:2.2.A.r (3-5) Increase fluency.
	CT.3.R.13 Fluency: Read aloud, while comprehending, unpracticed text with fluency at 110-120+ words correct per minute. CT.3.R.14 Fluency: Silently read longer, more complex texts.	2:2-3.B.e (3-5) Set a purpose for reading.
CC.5.R.F.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	CT.3.R.12 Fluency: Read aloud informational/expository text and literary/narrative text accurately, using appropriate pacing, phrasing and expression.	2:2-2.A.g (3-5) Develop fluency. 2:2-2.A.r (3-5) Increase fluency.
CC.5.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	CT.3.R.25 Reading Comprehension: During Reading: Identify specific words or phrases that cause comprehension difficulties and self-monitor.	2:2-3.B.t (3-5) Monitor comprehension while reading and self-correct. 2:2-3.B.f (3-5) Use context to construct meaning. 2:2-3.B.g (3-5) Reread.

GRADE 5		
CCSS	CT Standard Match	ELL Framework Link
WRITING STRAND: WRITING STANDARDS		
Text Types and Purposes		
<p>CC.5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>CT.5.W.35 Writing Genres, Traits and Crafts: Expository: Write book reviews.</p> <p>CT.5.W.37 Writing Genres, Traits and Crafts: Persuasive: Write a persuasive piece, using "if-and-then" structure.</p> <p>CT.5.W.38 Writing Genres, Traits and Crafts: Persuasive: Write a book or movie critique.</p>	<p>2:2-2.B.1 (3-5) Develop clear ideas with supporting details and evidence.</p> <p>2:2-2.B.f (3-5) Write a topic.</p> <p>2:2-1.B.h (3-5) Express and defend opinions.</p>
<p>CC.5.W.1.a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p>	<p>CT.5.W.21 Writing Process: Draft: complete draft demonstrating connections among ideas, supported by information gathered during planning stage.</p> <p>CT.5.W.25 Writing Process: Publish/Present: Make purposeful decisions about format, graphics, illustrations, and other features, e.g., captioned photos, maps, based on audience.</p>	<p>2:2-2.B.1 (3-5) Develop clear ideas with supporting details and evidence.</p> <p>2:2-2.B.f (3-5) Write on a topic.</p> <p>2:2-1.B.h (3-5) Express and defend opinions.</p>

GRADE 5		
CCSS	CT Standard Match	ELL Framework Link
	<p>CT.5.W.28 Writing Process: Reflect: Identifies professional authors' styles and techniques, e.g., leads, conclusions, word choice, purpose, character and plot development; critiques peers' writing and supports the opinion using established criteria, e.g., content, organization, style, conventions; explains strengths and weaknesses of own writing using criteria, e.g., rubrics and anchor papers, checklists, six-trait scoring guides; uses criteria to choose and defend choices for a writing portfolio.</p>	
<p>CC.5.W.1.b Provide logically ordered reasons that are supported by facts and details.</p>	<p>CT.5.W.21 Writing Process: Draft: complete draft demonstrating connections among ideas, supported by information gathered during planning stage.</p> <p>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.</p>	<p>2:2-3.C.j (3-5) Use graphic organization to plan writing.</p> <p>2:2-3.C.1 (3-5) Make outlines.</p> <p>2:2-2.B.1 (3-5) Develop clear ideas with supporting details and evidence.</p>

GRADE 5		
CCSS	CT Standard Match	ELL Framework Link
	<p>CT.5.W.28 Writing Process: Reflect: Identifies professional authors' styles and techniques, e.g., leads, conclusions, word choice, purpose, character and plot development; critiques peers' writing and supports the opinion using established criteria, e.g., content, organization, style, conventions; explains strengths and weaknesses of own writing using criteria, e.g., rubrics and anchor papers, checklists, six-trait scoring guides; uses criteria to choose and defend choices for a writing portfolio.</p>	
<p>CC.5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>CT.5.W.31 Writing Genres, Traits and Crafts: Narrative: Write a historical fiction essay, using primary sources.</p> <p>CT.5.W.34 Writing Genres, Traits and Crafts: Expository: Write an explanatory piece, building up to the most important point.</p>	<p>2:2-2.B.i (3-5) Write a narrative.</p> <p>2:2-2.B.p (3-5) Write expository essays.</p>
<p>CC.5.W.2.a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>	<p>CT.5.W.21 Writing Process: Draft: complete draft demonstrating connections among ideas, supported by information gathered during planning stage.</p> <p>CT.5.W.24 Writing Process: Publish/Present: Publish and present final products, using a variety of technology, e.g., word processor, spreadsheet, multimedia, slideshow, publication software.</p>	<p>2:2-2.C.b (3-5) Observe and record information.</p> <p>2:2-2.B.l (3-5) Develop clear ideas with supporting details and evidence.</p>

GRADE 5		
CCSS	CT Standard Match	ELL Framework Link
	<p>CT.5.W.25 Writing Process: Publish/Present: Make purposeful decisions about format, graphics, illustrations, and other features, e.g., captioned photos, maps, based on audience.</p>	
<p>CC.5.W.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>	<p>CT.5.W.20 Writing Process: Plan: gather and organize information from multiple sources to address a topic, e.g., electronic graphic organizer, comparison or classification chart.</p> <p>CT.5.W.21 Writing Process: Draft: complete draft demonstrating connections among ideas, supported by information gathered during planning stage.</p>	<p>2:2-1.C.h (3-5) Produce increasingly complex language.</p> <p>2:2-2.B.1 (3-5) Develop clear ideas with supporting details and evidence.</p> <p>2:2-3.C.p (3-5) Use elaboration and specific details.</p>
<p>CC.5.W.2.c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p>	<p>CT.5.W.21 Writing Process: Draft: complete draft demonstrating connections among ideas, supported by information gathered during planning stage.</p>	<p>2:2-2.C.h (3-5) Select and organize information from appropriate sources for a specific purpose.</p>
<p>CC.5.W.2.e Provide a concluding statement or section related to the information or explanation presented.</p>	<p>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.</p>	<p>2:2-2.B.j (3-5) Revise, expand and edit a draft with teacher assistance.</p> <p>2:2-3.C.g (3-5) Seek advice of teacher or peer to revise, expand and edit a draft (writing conferences).</p>

GRADE 5		
CCSS	CT Standard Match	ELL Framework Link
<p>CC.5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>CT.5.W.29 Writing Genres, Traits and Crafts: Descriptive: Integrate descriptive writing into other modes, using literary techniques, e.g., flashback, specific word choice, character development.</p> <p>CT.5.W.32 Writing Genres, Traits and Crafts: Narrative: Write varied narratives with different beginnings and endings.</p>	<p>2:2-2.B.i (3-5) Write a narrative.</p> <p>2:2-3.C.q (3-5) Use sequencing.</p>
<p>CC.5.W.3.b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p>	<p>CT.5.W.32 Writing Genres, Traits and Crafts: Narrative: Write varied narratives with different beginnings and endings.</p>	<p>2:2-2.B.i (3-5) Write a narrative.</p> <p>2:2-2.B.l (3-5) Develop clear ideas with supporting details and evidence.</p> <p>2:2-3.C.p (3-5) Use elaboration and specific details.</p>
<p>CC.5.W.3.c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p>	<p>CT.2.W.28 Writing Genres, Traits and Crafts: Narrative: Use transition words, e.g., first, then, next, last.</p>	<p>2:2-2.B.o (3-5) Use linguistic transitional elements (first, next, then).</p>
<p>CC.5.W.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>	<p>CT.5.W.29 Writing Genres, Traits and Crafts: Descriptive: Integrate descriptive writing into other modes, using literary techniques, e.g., flashback, specific word choice, character development.</p>	<p>2:2-2.B.l (3-5) Develop clear ideas with supporting details and evidence.</p> <p>2:2-3.C.p (3-5) Use elaboration and specific details.</p>

GRADE 5		
CCSS	CT Standard Match	ELL Framework Link
<p>CC.5.W.3.e Provide a conclusion that follows from the narrated experiences or events.</p>	<p>CT.5.W.32 Writing Genres, Traits and Crafts: Narrative: Write varied narratives with different beginnings and endings.</p> <p>CT.5.W.33 Writing Genres, Traits and Crafts: Narrative: Write a story ending from the perspective of a different character.</p>	<p>2:2-2.B.i (3-5) Write a narrative.</p>
Production and Distribution of Writing		
<p>CC.5.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.)</p>	<p>CT.5.W.30 Writing Genres, Traits and Crafts: Narrative: Write a biography based on an interview.</p> <p>CT.5.W.31 Writing Genres, Traits and Crafts: Narrative: Write a historical fiction essay, using primary sources.</p> <p>CT.5.W.32 Writing Genres, Traits and Crafts: Narrative: Write varied narratives with different beginnings and endings.</p> <p>CT.5.W.33 Writing Genres, Traits and Crafts: Narrative: Write a story ending from the perspective of a different character.</p> <p>CT.5.W.34 Writing Genres, Traits and Crafts: Expository: Write an explanatory piece, building up to the most important point.</p>	<p>2:2-3.C.h (3-5) Brainstorm ideas before writing.</p> <p>2:2-2.B.l (3-5) Develop clear ideas with supporting details and evidence.</p> <p>2:2-2.B.m (3-5) Adjust language, as appropriate, to audience, purpose and task.</p>

GRADE 5

CCSS	CT Standard Match	ELL Framework Link
	<p>CT.5.W.35 Writing Genres, Traits and Crafts: Expository: Write book reviews.</p> <p>CT.5.W.36 Writing Genres, Traits and Crafts: Expository: Write compare-contrast essay, using point-by-point structure.</p> <p>CT.5.W.37 Writing Genres, Traits and Crafts: Persuasive: Write a persuasive piece, using "if-and-then" structure.</p> <p>CT.5.W.38 Writing Genres, Traits and Crafts: Persuasive: Write a book or movie critique.</p> <p>CT.5.W.39 Writing Genres, Traits and Crafts: Poetic: Write a haiku.</p> <p>CT.5.W.40 Writing Genres, Traits and Crafts: Poetic: Write a rap.</p> <p>CT.5.W.41 Writing Genres, Traits and Crafts: Poetic: Write words to the music of an already existing song.</p> <p>CT.5.W.42 Writing Genres, Traits and Crafts: Poetic: Write a ballad.</p>	

GRADE 5		
CCSS	CT Standard Match	ELL Framework Link
	<p>CT.5.W.43 Writing Genres, Traits and Crafts: Poetic: Write a lyrical poem.</p> <p>CT.5.W.44 Writing Genres, Traits and Crafts: Poetic: Write a cacophony.</p>	
<p>CC.5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including Grade 5 on page 29.)</p>	<p>CT.5.W.20 Writing Process: Plan: gather and organize information from multiple sources to address a topic, e.g., electronic graphic organizer, comparison or classification chart.</p> <p>CT.5.W.21 Writing Process: Draft: complete draft demonstrating connections among ideas, supported by information gathered during planning stage.</p> <p>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.</p> <p>CT.5.W.23 Writing Process: Edit: use multiple resources, e.g., dictionary, glossary, thesaurus, for proofreading and editing.</p>	<p>2:2-3.C.a (3-5) Construct a chart or other graphic.</p> <p>2:2-3.C.h (3-5) Brainstorm ideas before writing.</p> <p>2:2-2.C.h (3-5) Select and organize information from appropriate sources for a specific purpose.</p> <p>2:2-3.C.g (3-5) Seek advice of teacher or peer to revise, expand and edit a draft (writing conferences).</p>

GRADE 5		
CCSS	CT Standard Match	ELL Framework Link
	<p>CT.5.W.28 Writing Process: Reflect: Identifies professional authors' styles and techniques, e.g., leads, conclusions, word choice, purpose, character and plot development; critiques peers' writing and supports the opinion using established criteria, e.g., content, organization, style, conventions; explains strengths and weaknesses of own writing using criteria, e.g., rubrics and anchor papers, checklists, six-trait scoring guides; uses criteria to choose and defend choices for a writing portfolio.</p>	
<p>CC.5.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 two pages in a single sitting.</p>	<p>CT.5.W.24 Writing Process: Publish/Present: Publish and present final products, using a variety of technology, e.g., word processor, spreadsheet, multimedia, slideshow, publication software.</p> <p>CT.5.W.26 Writing Process: Publish/Present: Publish for global audience.</p>	<p>2:2-3.C.n (3-5) Publish and share final drafts.</p> <p>2:2-3.C.k (3-5) Use technology to enhance writing.</p> <p>2:2-2.C.h (3-5) Select and organize information from appropriate sources for a specific purpose.</p> <p>2:2-3.C.g (3-5) Seek advice of teacher or peer to revise, expand and edit a draft (writing conferences).</p>
Research to Build and Present Knowledge		
<p>CC.5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p>CT.5.W.20 Writing Process: Plan: gather and organize information from multiple sources to address a topic, e.g., electronic graphic organizer, comparison or classification chart.</p>	<p>2:2-2.C.a (3-5) Generate questions for gathering data.</p> <p>2:2-2.C.c (3-5) Use appropriate visual, print and auditory sources.</p>

GRADE 5		
CCSS	CT Standard Match	ELL Framework Link
	<p>CT.5.W.21 Writing Process: Draft: complete draft demonstrating connections among ideas, supported by information gathered during planning stage.</p>	<p>2:2-2.C.e (3-5) Use available technology to gather information.</p> <p>2:2-2.C.h (3-5) Select and organize information from appropriate sources for a specific purpose.</p>
<p>CC.5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	<p>CT.5.W.18 Capitalization /Punctuation / Usage: Cite sources in research using a bibliographic format.</p> <p>CT.5.W.21 Writing Process: Draft: complete draft demonstrating connections among ideas, supported by information gathered during planning stage.</p> <p>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.</p> <p>CT.5.W.24 Writing Process: Publish/Present: Publish and present final products, using a variety of technology, e.g., word processor, spreadsheet, multimedia, slideshow, publication software.</p>	<p>2:2-3.C.d (3-5) Make lists.</p> <p>2:2-2.C.b (3-5) Observe and record information.</p> <p>2:2-2.C.c (3-5) Use appropriate visual, print and auditory sources.</p> <p>2:2-2.C.e (3-5) Use available technology to gather information.</p>

GRADE 5		
CCSS	CT Standard Match	ELL Framework Link
	<p>CT.5.W.25 Writing Process: Publish/Present: Make purposeful decisions about format, graphics, illustrations, and other features, e.g., captioned photos, maps, based on audience.</p> <p>CT.5.W.20 Writing Process: Plan: gather and organize information from multiple sources to address a topic, e.g., electronic graphic organizer, comparison or classification chart.</p>	
<p>CC.5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>CT.5.W.20 Writing Process: Plan: gather and organize information from multiple sources to address a topic, e.g., electronic graphic organizer, comparison or classification chart.</p>	<p>2:2-2.B.1 (3-5) Develop clear ideas with supporting details and evidence.</p> <p>2:2-3.B.v (3-5) Support interpretation with evidence from text.</p> <p>2:2-2.A.x (3-5) Interpret and respond to text.</p>
<p>CC.5.W.9.a Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p>	<p>CT.5.W.36 Writing Genres, Traits and Crafts: Expository: Write compare-contrast essay, using point-by-point structure.</p>	<p>2:2-2.B.n (3-5) Revise, expand and edit a draft with peer input.</p> <p>2:2-3.B.i (3-5) Make text-to-self, text-to-text and text-to-world connections.</p>

GRADE 5		
CCSS	CT Standard Match	ELL Framework Link
<p>CC.5.W.9.b Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>	<p>CT.5.W.36 Writing Genres, Traits and Crafts: Expository: Write compare-contrast essay, using point-by-point structure.</p>	<p>2:2-2.A.x (3-5) Interpret and respond to text.</p> <p>2:2-2.B.f (3-5) Write on a topic.</p>

GRADE 5		
CCSS	CT Standard Match	ELL Framework Link
SPEAKING AND LISTENING STRAND: SPEAKING AND LISTENING STANDARDS		
Comprehension and Collaboration		
<p>CC.5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p>	<p>CT.5.OL.1 Listening / Speaking: Pose questions, listen to the ideas of others, and contribute own information and ideas in group discussions.</p> <p>CT.5.OL.2 Listening / Speaking: Make oral presentations that show appropriate consideration of audience, purpose and information to be conveyed.</p>	<p>2:2-1.B.a (3-5) Participate in full-class, group and paired activities.</p> <p>2:2-1.B.b (3-5) Take turns when speaking.</p> <p>2:2-1.B.d (3-5) Express opinions.</p> <p>2:2-1.B.j (3-5) Contribute relevant ideas to a discussion.</p>
<p>CC.5.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.</p>	<p>CT.5.OL.1 Listening / Speaking: Pose questions, listen to the ideas of others, and contribute own information and ideas in group discussions.</p>	<p>1:1-1.A.m (3-5) Ask complex questions to obtain information.</p> <p>2:2-2.C.h (3-5) Select and organize information from appropriate sources for a specific purpose.</p>
<p>CC.5.SL.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<p>CT.5.OL.1 Listening / Speaking: Pose questions, listen to the ideas of others, and contribute own information and ideas in group discussions.</p>	<p>2:2.1.C.j (3-5) Adjust language, as appropriate, to audience, purpose and task.</p> <p>3:3-1.C.c (3-5) Obtain someone's attention in an appropriate manner.</p> <p>3:3-1.A.n (3-5) Recognize and apply the style of speech appropriate to a given situation.</p>

GRADE 5		
CCSS	CT Standard Match	ELL Framework Link
<p>CC.5.SL.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p>	<p>CT.5.OL.1 Listening / Speaking: Pose questions, listen to the ideas of others, and contribute own information and ideas in group discussions.</p>	<p>1:1-1.A.g (3-5) Indicate preferences through gestures, one- and two-word responses or short phrases.</p> <p>1:1-2.A.d (3-5) Express needs and feelings verbally and nonverbally.</p> <p>1:1-2.A.f (3-5) Indicate preferences with complete or nearly complete sentences.</p> <p>2:2-1.B.d (3-5) Express opinions.</p>
<p>CC.5.SL.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p>CT.5.OL.1 Listening Speaking: Pose questions, listen to the ideas of others, and contribute own information and ideas in group discussions.</p>	<p>1:1-2.C.e (3-5) Analyze and draw conclusions from interactions.</p> <p>2:2-1.B.h (3-5) Express and defend opinions.</p>
<p>CC.5.SL.2 Summarize written a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>CT.5.W.24 Writing Process: Publish/Present: Publish and present final products, using a variety of technology, e.g., word processor, spreadsheet, multimedia, slideshow, publication software.</p> <p>CT.5.W.25 Writing Process: Publish/Present: Make purposeful decisions about format, graphics, illustrations, and other features, e.g., captioned photos, maps, based on audience.</p>	<p>1:1-2.A.b (3-5) Experiment with recently learned language.</p> <p>2:2-1.C.i (3-5) Communicate clearly and precisely.</p> <p>2:2-2.C.c (3-5) Use appropriate visual, print and auditory sources.</p> <p>2:2-2.C.h (3-5) Select and organize information from appropriate sources for a specific purpose.</p>

GRADE 5		
CCSS	CT Standard Match	ELL Framework Link
		2:2-3.B.o (3-5) Summarize the text.
CC.5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	CT.5.OL.2 Listening / Speaking: Make oral presentations that show appropriate consideration of audience, purpose and information to be conveyed.	1:1-1.A.j (3-5) Clarify and restate information as needed. 1:1-2.C.e (3-5) Analyze and draw conclusions from interactions. 2:2-3.B.o (3-5) Summarize the text.
Presentation of Knowledge and Ideas		
CC.5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	CT.5.OL.2 Listening / Speaking: Make oral presentations that show appropriate consideration of audience, purpose and information to be conveyed.	2:2-1.B.d (3-5) Express opinions. 2:2-1.C.i (3-5) Communicate clearly and precisely.
CC.5.SL.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	CT.5.OL.2 Listening / Speaking: Make oral presentations that show appropriate consideration of audience, purpose and information to be conveyed. CT.5.W.24 Writing Process: Publish/Present: Publish and present final products, using a variety of technology, e.g., word processor, spreadsheet, multimedia, slideshow, publication software.	1:1-2.B.f (3-5) Use available technology as a resource. 1:1-2.C.c (3-5) Use different media (written sources and technology) to increase understanding. 2:2-2.C.h (3-5) Select and organize information from appropriate sources for a specific purpose.

GRADE 5		
CCSS	CT Standard Match	ELL Framework Link
	<p>CT.5.W.25 Writing Process: Publish/Present: Make purposeful decisions about format, graphics, illustrations, and other features, e.g., captioned photos, maps, based on audience.</p>	
<p>CC.5.SL.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See Grade 5 Language standards 1 and 3 on page 28 for specific expectations.)</p>	<p>CT.5.OL.3 Listening/Speaking: Analyze how dialects are reflected in language styles of different groups (e.g., geographical or socially) and individuals.</p>	<p>1:1-2.A.j (3-5) Self-monitor and adjust language accordingly.</p> <p>2:2-1.C.f (3-5) Recognize the difference between standard and nonstandard English.</p> <p>3:3-1.A.m (3-5) Evaluate and adjust effectiveness of communication.</p> <p>3:3-1.A.n (3-5) Recognize and apply the style of speech appropriate to a given situation.</p>

GRADE 5		
CCSS	CT Standard Match	ELL Framework Link
LANGUAGE STRAND: LANGUAGE STANDARDS		
Conventions of Standard English		
<p>CC.5.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>CT.5.W.4 Capitalization/Punctuation/Usage: Use capitalization, punctuation, and usage rules from previous grades.</p> <p>CT.5.W.5 Capitalization/Punctuation/Usage: Use standard and nonstandard English.</p> <p>CT.5.W.6 Capitalization/Punctuation/Usage: Capitalize brand names, e.g., Nike.</p> <p>CT.5.W.7 Capitalization/Punctuation/Usage: Capitalize geographic regions, e.g., the West.</p> <p>CT.5.W.8 Capitalization/Punctuation/Usage: Use periods in abbreviations, e.g., pg., ft..</p> <p>CT.5.W.9 Capitalization/Punctuation/Usage: Uses commas to set off interjections, e.g., Okay, if you say so; or explanatory phrases, e.g., They stood together, away from the pile of stones in the corner, and their voices were quiet.</p>	<p>2:2-1.C.b (3-5) Use basic language patterns accurately.</p> <p>2:2-1.C.g (3-5) Recognize and use complex syntax.</p> <p>2:2-2.B.g (3-5) Attend to writing mechanics (capital letters, periods and question marks).</p> <p>2:2-2.B.k (3-5) Attend to writing mechanics (punctuation and spelling).</p>

GRADE 5

CCSS	CT Standard Match	ELL Framework Link
	<p>CT.5.W.10 Capitalization/Punctuation/Usage: Use comma after date or address within text, e.g., June 1, 1993, was an important day in my life.</p> <p>CT.5.W.11 Capitalization/Punctuation/Usage: Use quotation marks in dialogue, e.g., "How's it going?" the boy asked.</p> <p>CT.5.W.14 Capitalization/Punctuation/Usage: Use ellipsis (...) to show omitted words and to show a pause.</p> <p>CT.5.W.15 Capitalization/Punctuation/Usage: Use semicolon between two independent clauses.</p> <p>CT.5.W.16 Capitalization/Punctuation/Usage: Use subject vs. object pronouns correctly, e.g., I vs. me.</p> <p>CT.5.W.17 Capitalization/Punctuation/Usage: Use new paragraphs to change speakers in dialogue.</p>	
<p>CC.5.L.1.a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p>	<p>CT.2.W.17 Capitalization/Punctuation/Usage: Combine simple sentences into compound sentences by using and/or/but.</p>	<p>1:1-2.A.g (3-5) Reinforce recently learned language by teaching others.</p> <p>2:2-2.B.k (3-5) Attend to writing mechanics (punctuation and spelling).</p>

GRADE 5		
CCSS	CT Standard Match	ELL Framework Link
		2:2-2.B.g (3-5) Attend to writing mechanics (capital letters, periods and question marks).
CC.5.L.1.b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	CT.2.OL.10 Speaking: Use oral language conventions, such as structures of standard English. CT.2.OL.9 Speaking: Use appropriate syntax for regular and irregular plurals and past tenses.	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.5.L.1.c Use verb tense to convey various times, sequences, states, and conditions.	CT.2.OL.9 Speaking: Use appropriate syntax for regular and irregular plurals and past tenses. CT.2.OL.10 Speaking: Use oral language conventions, such as structures of standard 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.5.L.1.d Recognize and correct inappropriate shifts in verb tense.*	CT.2.OL.9 Speaking: Use appropriate syntax for regular and irregular plurals and past tenses.	2:2-1.C.f (3-5) Recognize the difference between standard and nonstandard English.
CC.5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	CT.5.W.1 Spelling: Use spelling rules and patterns from previous grades. CT.5.W.2 Spelling: Correctly spell high-frequency words.	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).

GRADE 5

CCSS	CT Standard Match	ELL Framework Link
	<p>CT.5.W.3 Spelling: Use multiple strategies to spell. Examples: * visual patterns, e.g., -ion endings * sound patterns, e.g., easily confused endings -able/-ible, -ant/-ent * affixes, e.g., pre-, in-, un-, -ed, -ing, -graph * rules, e.g., "i" before "e" rule * self-corrects spelling errors"</p> <p>CT.5.W.4 Capitalization/Punctuation/Usage: Use capitalization, punctuation, and usage rules from previous grades.</p> <p>CT.5.W.5 Capitalization/Punctuation/Usage: Use standard and nonstandard English.</p> <p>CT.5.W.6 Capitalization/Punctuation/Usage: Capitalize brand names, e.g., Nike.</p> <p>CT.5.W.7 Capitalization/Punctuation/Usage: Capitalize geographic regions, e.g., the West.</p> <p>CT.5.W.8 Capitalization/Punctuation/Usage: Use periods in abbreviations, e.g., pg., ft..</p>	

GRADE 5		
CCSS	CT Standard Match	ELL Framework Link
	<p>CT.5.W.9 Capitalization/Punctuation/Usage: Uses commas to set off interjections, e.g., Okay, if you say so; or explanatory phrases, e.g., They stood together, away from the pile of stones in the corner, and their voices were quiet.</p> <p>CT.5.W.10 Capitalization/Punctuation/Usage: Use comma after date or address within text, e.g., June 1, 1993, was an important day in my life.</p> <p>CT.5.W.11 Capitalization/Punctuation/Usage: Use quotation marks in dialogue, e.g., "How's it going?" the boy asked.</p> <p>CT.5.W.12 Capitalization/Punctuation/Usage: Use hyphen in numbers, e.g., twenty-three.</p> <p>CT.5.W.13 Capitalization/Punctuation/Usage: Use hyphens to join numbers, e.g., pages 1-3; the Mariners won 17-6.</p> <p>CT.5.W.14 Capitalization/Punctuation/Usage: Use ellipsis (...) to show omitted words and to show a pause.</p>	

GRADE 5		
CCSS	CT Standard Match	ELL Framework Link
	<p>CT.5.W.15 Capitalization/Punctuation/Usage: Use semicolon between two independent clauses.</p> <p>CT.5.W.16 Capitalization/Punctuation/Usage: Use subject vs. object pronouns correctly, e.g., I vs. me.</p> <p>CT.5.W.17 Capitalization/Punctuation/Usage: Use new paragraphs to change speakers in dialogue.</p> <p>CT.5.W.18 Capitalization/Punctuation/Usage: Cite sources in research using a bibliographic format.</p> <p>CT.5.W.19 Capitalization/Punctuation/Usage: Use resources to find correct spelling for words identified as misspelled.</p>	
<p>CC.5.L.2.a Use punctuation to separate items in a series.*</p>	<p>CT.2.W.8 Capitalization/Punctuation/Usage: Use commas in a series, e.g., after greeting and closing of a letter, in a date, between city and state.</p>	<p>2:2-2.B.g (3-5) Attend to writing mechanics (capital letters, periods and question marks).</p> <p>2:2-2.B.k (3-5) Attend to writing mechanics (punctuation and spelling).</p>

GRADE 5		
CCSS	CT Standard Match	ELL Framework Link
<p>CC.5.L.2.b Use a comma to separate an introductory element from the rest of the sentence.</p>	<p>CT.5.W.9 Capitalization /Punctuation / Usage: Uses commas to set off interjections, e.g., Okay, if you say so; or explanatory phrases, e.g., They stood together, away from the pile of stones in the corner, and their voices were quiet.</p>	<p>2:2-2.B.k (3-5) Attend to writing mechanics (punctuation and spelling).</p>
<p>CC.5.L.2.c Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</p>	<p>CT.5.W.9 Capitalization /Punctuation / Usage: Uses commas to set off interjections, e.g., Okay, if you say so; or explanatory phrases, e.g., They stood together, away from the pile of stones in the corner, and their voices were quiet.</p>	<p>:2-2.B.g (3-5) Attend to writing mechanics (capital letters, periods and question marks).</p> <p>2:2-2.B.k (3-5) Attend to writing mechanics (punctuation and spelling).</p>
<p>CC.5.L.2.d Use underlining, quotation marks, or italics to indicate titles of works.</p>	<p>CT.4.W.20 Capitalization/Punctuation/Usage: Use italics, underlining, or quotation marks for titles.</p>	<p>2:2-2.B.g (3-5) Attend to writing mechanics (capital letters, periods and question marks).</p> <p>2:2-2.B.k (3-5) Attend to writing mechanics (punctuation and spelling).</p>
<p>CC.5.L.2.e Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>CT.5.W.1 Spelling: Use spelling rules and patterns from previous grades.</p> <p>CT.5.W.2 Spelling: Correctly spell high-frequency words.</p>	<p>2:2-2.B.g (3-5) Attend to writing mechanics (capital letters, periods and question marks).</p> <p>2:2-2.B.k (3-5) Attend to writing mechanics (punctuation and spelling).</p>

GRADE 5		
CCSS	CT Standard Match	ELL Framework Link
	<p>CT.5.W.3 Spelling: Use multiple strategies to spell. Examples: * visual patterns, e.g., -ion endings * sound patterns, e.g., easily confused endings -able/-ible, -ant/-ent * affixes, e.g., pre-, in-, un-, -ed, -ing, -graph * rules, e.g., "i" before "e" rule * self-corrects spelling errors"</p> <p>CT.5.W.19 Capitalization /Punctuation/Usage: Use resources to find correct spelling for words identified as misspelled.</p>	
Knowledge of Language		
<p>CC.5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>CT.2.OL.10 Speaking: Use oral language conventions, such as structures of standard English.</p>	<p>2:2-1.C.g (3-5) Recognize and use complex syntax.</p> <p>2:2-1.C.h (3-5) Produce increasingly complex language.</p> <p>2:2-1.C.i (3-5) Communicate clearly and precisely.</p>
<p>CC.5.L.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style</p>	<p>CT.5.W.46 Writing Genres, Traits and Crafts: Poetic: Write a variety of sentence lengths; write a variety of sentence beginnings, e.g., starts with a participial phrase: Laughing loudly, they walked down the hall; write a variety of sentence structures, e.g., Mike, busy with his homework, didn't hear the telephone ring. Although he wanted to keep working, Tran took the call. He kept it short; write with a sense of rhythm, and may use fragments in dialogue as appropriate.</p>	<p>2:2-1.C.c (3-5) Produce original sentences with increasing accuracy.</p>

GRADE 5		
CCSS	CT Standard Match	ELL Framework Link
	CT.5.OL.2 Listening/Speaking: Make oral presentations that show appropriate consideration of audience, purpose and information to be conveyed.	
CC.5.L.3.b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	CT.5.OL.3 Listening/Speaking: Analyze how dialects are reflected in language styles of different groups (e.g. geographical or socially) and individuals.	2:2-1.C.f (3-5) Recognize the difference between standard and nonstandard English. 2:2-2.A.i (3-5) Explore a variety of genre.
Vocabulary Acquisition and Use		
CC.5.L.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.	CT.5.R.1 Vocabulary: Use prior knowledge, context clues and graphic features to predict, clarify, and/or expand word meanings and concepts.	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 context to construct meaning.
CC.5.L.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.	CT.5.R.2 Vocabulary: Use structural analysis to understand new words and concepts. CT.5.R.3 Vocabulary: Use dictionaries, thesauruses, and glossaries to find or confirm word meanings, pronunciations, syllabication, synonyms, antonyms and parts of speech.	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 context to construct meaning.

GRADE 5		
CCSS	CT Standard Match	ELL Framework Link
<p>CC.5.L.4.a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p>	<p>CT.5.R.1 Vocabulary: Use prior knowledge, context clues and graphic features to predict, clarify, and/or expand word meanings and concepts.</p> <p>CT.5.R.6 Reading Comprehension: Before and During Reading: Use cueing system and context clues to determine meanings of words.</p>	<p>2:2-3.B.f. (3-5) Use context to construct meaning.</p> <p>2:2-2.C.h (3-5) Select and organize information from appropriate sources for a specific purpose.</p>
<p>CC.5.L.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p>	<p>CT.5.R.2 Vocabulary: Use structural analysis to understand new words and concepts.</p>	<p>2:2-2.A.h (3-5) Recognize common word parts.</p> <p>2:2-3.B.u (3-5) Use knowledge of common word parts to learn new words and aid in comprehension.</p>
<p>CC.5.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.</p>	<p>CT.5.R.3 Vocabulary: Use dictionaries, thesauruses, and glossaries to find or confirm word meanings, pronunciations, syllabication, synonyms, antonyms and parts of speech.</p>	<p>1:1-2.C.c (3-5) Use different media (written sources and technology) to increase understanding.</p> <p>2:2-3.C.m (3-5) Use reference materials (dictionaries, thesauruses, grammar books).</p>
<p>CC.5.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>CT.5.R.1 Vocabulary: Use prior knowledge, context clues and graphic features to predict, clarify, and/or expand word meanings and concepts.</p> <p>CT.5.R.2 Vocabulary: Use structural analysis to understand new words and concepts.</p>	<p>3:3-1.B.a (3-5) Understand common idioms.</p> <p>3:3-1.B.c (3-5) Use common idioms.</p> <p>3:3-1.B.f (3-5) Expand knowledge of idiomatic expression.</p>

GRADE 5		
CCSS	CT Standard Match	ELL Framework Link
	<p>CT.6.R.1 Vocabulary: Use word origins to determine the meaning of unknown words.</p> <p>CT.6.R.2 Vocabulary: Use abstract, derived root words, prefixes and suffixes from Greek and Latin to analyze the meaning of complex words, e.g., process, procession.</p> <p>CT.6.R.20 Reading Comprehension: After Reading: Content and Structure: Evaluate the author's use of various techniques to influence readers' perspectives, e.g., appeal of characters in a graphic novels and picture books, logic and credibility of plots and settings, use of figurative language.</p>	
<p>CC.5.L.5.a Interpret figurative language, including similes and metaphors, in context.</p>	<p>CT.4.R.37 Reading Comprehension: After Reading: Content and Structure: Identify and explain the author's use of metaphor and onomatopoeia.</p>	<p>2:2-2.A.s (3-5) Recognize and use literary terms.</p> <p>1:1-2.C.d (3-5) Identify language subtleties in various contexts.</p>
<p>CC.5.L.5.c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>CT.1.R.25 Vocabulary: Identify common antonyms and synonyms.</p>	<p>2:2-3.B.f (3-5) Use context to construct meaning.</p>

GRADE 5		
CCSS	CT Standard Match	ELL Framework Link
<p>CC.5.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	<p>CT.3.R.18 Vocabulary: Define words and concepts necessary for understanding math, science, social studies, literature and other content area text.</p>	<p>2:2-1.C.h. (3-5) Produce increasingly complex language.</p> <p>2:2-2.A.c (3-5) Develop vocabulary.</p> <p>2:2-2.A.j (3-5) Expand academic vocabulary.</p> <p>2:2-2.B.o (3-5) Use linguistic transitional elements (first, next, then).</p>