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

Grade 7

Grade 7		
CCSS	**CT Standard Match**	**ELL Framework Link**
READING STRAND: READING FOR LITERATURE STANDARDS		
Key Ideas and Details		
CC.7.R.L.1 Key Ideas and Details: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**CT.7.R.7** Reading Comprehension: After Reading: General Understanding: Identify the major actions that define the plot and how actions lead to conflict or resolution. **CT.7.R.9** Reading Comprehension: After Reading: Developing an Interpretation: Explain the similarities and differences in how an idea or concept is expressed in multiple texts. **CT.7.R.10** Reading Comprehension: After Reading: Developing an Interpretation: Respond to literal and inferential questions with explicit and implicit evidence from texts. **CT.7.R.19** Reading Comprehension: After Reading: Content and Structure: Judge the validity of the evidence the author uses to support his/her position, e.g., is the evidence dated, biased, inaccurate, and justify the conclusion.	**2:2-2.A.q (6-8)** Answer literal and inferential questions about grade-appropriate texts. **2:2-2.A.v (6-8)** Analyze, synthesize and construct meaning from text. **2:2-3.B.k (6-8)** Make inferences from explicit information. **2:2-3.B.s (6-8)** Make inferences from implicit information.
CC.7.R.L.2 Key Ideas and Details: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	**CT.6.R.7** Reading Comprehension: After Reading: General Understanding: State both literal and/or inferred main ideas.	**2:2-2.A.n (6-8)** Select and organize relevant information. **2:2-2.A.t (6-8)** Interpret text.

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	CT.6.R.11 Reading Comprehension: After Reading: General Understanding: Summarize information, including introduction and closing statements, main idea, most important supporting text-based facts, details and/or ideas, connections between the key ideas, and in one's own words. **CT.8.R.4** Reading Comprehension: After Reading: General Understanding: Generalize about universal themes, human nature, cultural and historical perspectives from reading multiple texts.	**2:2-2.A.v (6-8)** Analyze, synthesize and construct meaning from text. **2:2-3.B.o (6-8)** Summarize the text.
CC.7.R.L.3 Key Ideas and Details: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	**CT.7.R.7** Reading Comprehension: After Reading: General Understanding: Identify the major actions that define the plot and how actions lead to conflict or resolution. **CT.7.R.6** Reading Comprehension: After Reading: General Understanding: Identify an author's use of time and sequence through the use of literary devices, e.g., foreshadow, flashbacks, dream sequences, parallel episodes, and the use of traditional and/or cultural-based organizational patterns.	**2:2-2.A.x (6-8)** Go beyond the text to enhance meaning. **2:2-2.A.y (6-8)** Interpret and respond to text. **2:2-3.B.k(6-8)** Make inferences from explicit information. **2:2-3.B.v (6-8)** Support interpretation with evidence from text.

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Craft and Structure		
CC.7.R.L.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	**CT.8.R.1** Vocabulary: Explain and evaluate the effectiveness of persuasive vocabulary authors across all content areas use to influence reader's opinions or actions , e.g., loaded words, exaggeration, emotional words, euphemisms. **CT.8.R.13** Reading Comprehension: After Reading: Content and Structure: Critique the way in which an author uses a variety of language structures to create an intended effect, e.g., words or phrases from another language, dialect, simile and metaphor. **CT.6.R.5** Reading Comprehension: Before and During Reading: Use cueing system and context clues to determine meanings of words. **CT.6.R.19** Reading Comprehension: After Reading: Content and Structure: Explain the impact of literary devices on meaning, e.g., flashback, tone, bias, dialect, irony/satire, and use of fragments.	**2:2-2.A.c (6-8)** Develop vocabulary. **2:2-2.A.d (6-8)** Expand knowledge of content. **2:2-2.A.s (6-8)** Recognize and use literary terms. **2:2-2.A.z (6-8)** Recognize the elements of an author's craft including literary devices. **2:2-3.B.f (6-8)** Use context to construct meaning.

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	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.	
CC.7.R.L.5 Craft and Structure: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	**CT.7.R.11** Reading Comprehension: After Reading: Developing an Interpretation: Analyze the characteristics and structural elements/essential attributes in a variety of poetic forms, e.g., epic, sonnet, ballad, haiku, free verse.	**2:2-2.A.I (6-8)** Explore a variety of genre. **2:2-2.A.w (6-8)** Critique and evaluate text. **2:2-2.A.y (6-8)** Interpret and respond to text. **2:2-2.A.z (6-8)** Recognize the elements of an author's craft including literary devices.
CC.7.R.L.6 Craft and Structure: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	**CT.7.R.14** Reading Comprehension: After Reading: Content and Structure: Explain the author's use of voice, e.g., formal, casual, intimate, and how this influences meaning. **CT.7.R.8** Reading Comprehension: After Reading: Developing an Interpretation: Compare and contrast authors' and/or characters' perspectives expressed in multiple texts.	**2:2-2.A.v 6-8)** Analyze, synthesize and construct meaning from text. **2:2-2.A.z (6-8)** Recognize the elements of an author's craft including literary devices. **2:2-3.B.s (6-8)** Make inferences form implicit information.

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Integration of Knowledge and Ideas		
CC.7.R.L.7 Integration of Knowledge and Ideas: Compare and contrast a story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	**CT.7.R.17** Reading Comprehension: After Reading: Content and Structure: Evaluate how authors, illustrators and filmmakers express political and social issues.	**2:2-3.B.c (6-8)** Make inferences from visuals. **2:2-3.B.f (6-8)** Use context to construct meaning.
CC.7.R.L.9 Integration of Knowledge and Ideas: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	**CT.7.R.5** Reading Comprehension: After Reading: General Understanding: Compare and contrast universal themes, human nature, cultural and historical perspectives in multiple texts. **CT.7.R.9** Reading Comprehension: After Reading: Developing an Interpretation: Explain the similarities and differences in how an idea or concept is expressed in multiple texts. **CT.7.R.12** Reading Comprehension: After Reading: Making Reader/Text Connections: Apply information in one text to understand a similar situation or concept in another text. **CT.7.R.13** Reading Comprehension: After Reading: Content and Structure: Explain the author's purpose for writing a text.	**2:2-2.A.e (6-8)** Connect prior knowledge to new information. **2:2-2.A.o (6-8)** Respond to fiction and nonfiction text. **2:2-2.A.w (6-8)** Critique and evaluate text. **2:2-2.A.y (6-8)** Interpret and respond to text. **2:2-3.B.f (6-8)** Use context to construct meaning.

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	CT.7.R.16 Reading Comprehension: After Reading: Content and Structure: Evaluate how an author's experiences, ethics, culture, heritage, ethnicity, values, assumptions and beliefs bias meaning.	
Range of Reading and Level of Text Complexity		
CC.7.R.L.10 Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**CT.7.R.20** Reading Reflection/Behaviors: Set reading goals and create a plan to meet those goals. **CT.7.R.21** Reading Reflection/Behaviors: Monitor progress toward implementing the plan, making adjustments and corrections as needed.	**2:2-2.A.i (6-8)** Explore a variety of genre. **2:2-2.A.j (6-8)** Expand academic vocabulary. **2:2-2.A.q (6-8)** Answer literal and inferential questions about grade-appropriate texts. **2:2-2.A.r (6-8)** Increase fluency.
READING STRAND: READING FOR INFORMATION STANDARDS		
Key Ideas and Details		
CC.7.R.I.1 Key Ideas and Details: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**CT.7.R.10** Reading Comprehension: After Reading: Developing an Interpretation: Respond to literal and inferential questions with explicit and implicit evidence from texts.	**2:2-2.A.v (6-8)** Analyze, synthesize and construct meaning from text. **2:2-3.B.k (6-8)** Make inferences from explicit information. **2:2-3.B.s (6-8)** Make inferences from implicit information. **2:2-3.B.v(6-8)** Support interpretation with evidence from text.

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CC.7.R.I.2 Key Ideas and Details: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	**CT.9-12.1.1.c** Select and organize relevant information from text to summarize. **CT.9-12.1.2.f** Identify and discuss the underlying theme or main idea in texts.	**2:2-2.A.k (6-8)** Identify main idea and supporting details. **2:2-2.A.n (6-8)** Select and organize relevant information. **2:2-2.A.v (6-8)** Analyze, synthesize and construct meaning from text. **2:2-2.A.y (6-8)** Interpret and respond to text. **2:2-3.B.0 (6-8)** Summarize the text.
CC.7.R.I.3 Key Ideas and Details: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	**CT.9-12.2.3.a** Discuss, analyze and evaluate how characters deal with the diversity of human experience and conflict. **CT.8.R.6** Reading Comprehension: After Reading: General Understanding: Interpret how situations, actions and other characters influence a character's personality and development.	**2:2-2.A.n (6-8)** Select and organize relevant information. **2:2-2.A.t 6-8)** Interpret text. **2:2-2.A.v (6-8)** Analyze, synthesize and construct meaning from text. **2:2-3.B.v(6-8)** Support interpretation with evidence from text. **2:2-3B s (6-8)** Make inferences from implicit information.

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	CT.8.R.11 Reading Comprehension: After Reading: Developing an Interpretation: Explain how certain actions cause certain effects, e.g., how the Holocaust changed international politics today or how the internment of Japanese Americans during World War II affected traditional Japanese family structure.	
Craft and Structure		
CC.7.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	**CT.8.R.2** Reading Comprehension: Before and During Reading: Use cueing system and context clues to determine meanings of words. **CT.9-12.1.3.c** Analyze the meaning of words and phrases in context.	**2:2-2.A.c (6-8)** Develop vocabulary. **2:2-2.A.d (6-8)** Expand knowledge to new information. **2:2-2.A.j (6-8)** Expand academic vocabulary. **2:2-2.A.z (6-8)** Recognize the elements of an author's craft including literary devices.
CC.7.R.I.5 Craft and Structure: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	**CT.7.R.11** Reading Comprehension: After Reading: Developing an Interpretation: Analyze the characteristics and structural elements/essential attributes in a variety of poetic forms, e.g., epic, sonnet, ballad, haiku, free verse.	**:2-2.A.v (6-8)** Analyze, synthesize and construct meaning from text. **2:2-2.A.w (6-8)** Critique and evaluate text. **2:2-2.A.z (6-8)** Recognize the elements of an author's craft including literary devices.

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	CT.7.R.6 Reading Comprehension: After Reading: General Understanding: Identify an author's use of time and sequence through the use of literary devices, e.g., foreshadow, flashbacks, dream sequences, parallel episodes, and the use of traditional and/or cultural-based organizational patterns.	
CC.7.R.I.6 Craft and Structure: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	**CT.7.R.8** Reading Comprehension: After Reading: Developing an Interpretation: Compare and contrast authors' and/or characters' perspectives expressed in multiple texts. **CT.7.R.14** Reading Comprehension: After Reading: Content and Structure: Explain the author's use of voice, e.g., formal, casual, intimate, and how this influences meaning.	**2:2-2.A.t (6-8)** Interpret text. **2:2-2.A.v (6-8)** Analyze, synthesize and construct meaning from text. **2:2-2.A.w (6-8)** Critique and evaluate text. **2:2-2.A.z (6-8)** Recognize the elements of an author's craft including literary devises.
Integration of Knowledge and Ideas		
CC.7.R.I.7 Integration of Knowledge and Ideas: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	**CT.7.R.17** Reading Comprehension: After Reading: Content and Structure: Evaluate how authors, illustrators and filmmakers express political and social issues.	**2:2-2.A.e (6-8)** Connect prior knowledge to new information. **2:2-2.A.n (6-8)** Select and organize relevant information. **2:2-2.A.p (6-8)** Classify data and information.

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		2:2-2.A.x (6-8) Go beyond the text to enhance meaning.
CC.7.R.I.8 Integration of Knowledge and Ideas: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	**CT.7.R.19** Reading Comprehension: After Reading: Content and Structure: Judge the validity of the evidence the author uses to support his/her position, e.g., is the evidence dated, biased, inaccurate, and justify the conclusion.	**2:2-2.A.v (6-8)** Analyze, synthesize and construct meaning from text. **2:2-2.A.w (6-8)** Critique and evaluate text. **2:2-2.A.y (6-8)** Interpret and respond to text. **2:2-3.B.v (6-8)** Support interpretation with evidence from text.
CC.7.R.I.9 Integration of Knowledge and Ideas: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	**CT.7.R.9** Reading Comprehension: After Reading: Developing an Interpretation: Explain the similarities and differences in how an idea or concept is expressed in multiple texts. **CT.7.R.13** Reading Comprehension: After Reading: Content and Structure: Explain the author's purpose for writing a text. **CT.7.R.16** Reading Comprehension: After Reading: Content and Structure: Evaluate how an author's experiences, ethics, culture, heritage, ethnicity, values, assumptions and beliefs bias meaning.	**2:2-2.A.w (6-8)** Critique and evaluate text. **2:2-2.A.y (6-8)** Interpret and respond to text. **2:2-3.B.i (6-8)** Make text-to-self, text-to-text, and text-to-world connections. **2:2-2.A.z (6-8)** Recognize the elements of an author's craft including literary devises.

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WRITING STRAND: WRITING STANDARDS		
Text Types and Purposes		
CC.7.W.1 Text Types and Purposes: Write arguments to support claims with clear reasons and relevant evidence.	**CT.7.W.30** Writing Genres, Traits and Crafts: Persuasive: Write a persuasive piece supporting the opposing. **CT.7.W.29** Writing Genres, Traits and Crafts: Persuasive: Write a persuasive essay that considers both sides to an argument.	**2:2-2.B.l (6-8)** Develop clear ideas with supporting details and evidence. **2:2-2.B.o (6-8)** Write for a purpose, considering the audience. **2:2-3.C.p (6-8)** Use elaboration and specific details. **2:2-3.C.r (6-8)** Use the conventions of persuasion.
CC.7.W.1.a Text Types and Purposes: Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	**CT.7.W.29** Writing Genres, Traits and Crafts: Persuasive: Write a persuasive essay that considers both sides to an argument. **CT.7.W.30** Writing Genres, Traits and Crafts: Persuasive: Write a persuasive piece supporting the opposing viewpoint.	**2:2-3.C.p (6-8)** Use elaboration and specific details.
CC.7.W.1.b Text Types and Purposes: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	**CT.7.W.30** Writing Genres, Traits and Crafts: Persuasive: Write a persuasive piece supporting the opposing viewpoint. **CT.7.W.29** Writing Genres, Traits and Crafts: Persuasive: Write a persuasive essay that considers both sides to an argument.	**2:2-2.B.l (6-8)** Develop clear ideas with supporting details and evidence. **2:2-3.C.p (6-8)** Use elaboration and specific details.

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CC.7.W.1.c Text Types and Purposes: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	**CT.7.W.29** Writing Genres, Traits and Crafts: Persuasive: Write a persuasive essay that considers both sides to an argument. **CT.7.W.30** Writing Genres, Traits and Crafts: Persuasive: Write a persuasive piece supporting the opposing viewpoint.	**2:2-2.B.l (6-8)** Develop clear ideas with supporting details and evidence.
CC.7.W.1.d Text Types and Purposes: Establish and maintain a formal style.	**CT.7.W.28** Writing Genres, Traits and Crafts: Expository: Develop and use a rubric by which to evaluate the effectiveness of the presentation, style and content of electronic communications, e.g., film, television, Internet.	**2:2-2.B.m (6-8)** Adjust language, as appropriate, to audience, purpose and task.
CC.7.W.1.e Text Types and Purposes: Provide a concluding statement or section that follows from and supports the argument presented.	**CT.7.W.29** Writing Genres, Traits and Crafts: Persuasive: Write a persuasive essay that considers both sides to an argument. **CT.7.W.30** Writing Genres, Traits and Crafts: Persuasive: Write a persuasive piece supporting the opposing viewpoint.	
CC.7.W.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	**CT.6.W.27** Writing Genres, Traits and Crafts: Expository: Write an informational report using cause-and-effect structure. **CT.6.W.28** Writing Genres, Traits and Crafts: Expository: Write an informational piece with a spatial order or chronological order.	**2:2-2.B.d (6-8)** Engage in effective pre-writing activities (brainstorming, discussing, graphic organizers, etc.) **2:2-2.B.l (6-8)** Develop clear ideas with supporting details and evidence.

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		2:2-2.B.m (6-8) Adjust language, as appropriate, to audience, purpose and task. **2:2-2.B.o (6-8)** Write for a purpose, considering the audience. **2:2-2.B.q (6-8)** Write expository and persuasive essays.
CC.7.W.2.a Text Types and Purposes: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	**CT.6.W.26** Writing Genres, Traits and Crafts: Expository: Write a compare-contrast essay, grouping similarities together and differences together. **CT.6.W.27** Writing Genres, Traits and Crafts: Expository: Write an informational report using cause-and-effect structure. **CT.6.W.28** Writing Genres, Traits and Crafts: Expository: Write an informational piece with a spatial order or chronological order.	**2:2.2.B.f (6-8)** Write on a topic. **2:2-3.C.a (6-8)** Construct a chart or other graphic. **2:2-3.C.j (6-8)** Use graphic organizers to plan writing. **2:2-3.C.p (6-8)** Use elaboration and specific details.
CC.7.W.2.b Text Types and Purposes: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	**CT.6.W.23** Writing Genres, Traits and Crafts: Descriptive: Expand upon one idea using additional details to create an image.	**2:2-2.B.l (6-8)** Develop clear ideas with supporting details and evidence. **2:2-2.B.o (6-8)** Write for a purpose, considering the audience.

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	CT.6.W.17 Writing Process: Plan: gather information, using an organizer, from a range of resources to analyze, synthesize, and/or evaluate information to plan writing. **CT.6.W.31** Writing Genres, Traits and Crafts: Persuasive: Write a persuasive piece that incorporates research and information.	
CC.7.W.2.c Text Types and Purposes: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	**CT.6.W.28** Writing Genres, Traits and Crafts: Expository: Write an informational piece with a spatial order or chronological order.	**2:2-2.B.p (6-8)** Use linguistic transitional elements (first, next, then). **2:2-3.C.q (6-8)** Use sequencing.
CC.7.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to inform about or explain the topic.	**CT.7.W.26** Writing Genres, Traits and Crafts: Expository: Include technical and content specific terms in writing.	**2:2-3.C.p (6-8)** Use elaboration and specific details. **2:2-2.A.c (6-8)** Develop vocabulary. **2:2-2.A.j (6-8)** Expand academic vocabulary.
CC.7.W.2.e Text Types and Purposes: Establish and maintain a formal style.	**CT.7.W.28** Writing Genres, Traits and Crafts: Expository: Develop and use a rubric by which to evaluate the effectiveness of the presentation, style and content of electronic communications, e.g., film, television, Internet.	**2:2-1.C.f (6-8)** Recognize the difference between standard and nonstandard English. **2:2-1.C.i (6-8)** Communicate clearly and precisely.

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		2:2-2.B.k (6-8) Attend to writing mechanics (punctuation and spelling). **2:2-2.B.m (6-8)** Adjust language, as appropriate, to audience, purpose and task.
CC.7.W.2.f Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation presented.	**CT.6.W.27** Writing Genres, Traits and Crafts: Expository: Write an informational report using cause-and-effect structure.	
CC.7.W.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	**CT.7.W.24** Writing Genres, Traits and Crafts: Narrative: Write a fictional story using various literary techniques, e.g., dialogue, humor, figurative language, first or third person, precise language, including all story elements: setting, plot, theme, character development, events, problem, solution. **CT.7.W.25** Writing Genres, Traits and Crafts: Narrative: Write a suspenseful story with cliffhanger ending.	**2:2-2.B.i (6-8)** Write a narrative. **2:2-2.B.l (6-8)** Develop clear ideas with supporting details and evidence. **2:2-2.B.m (6-8)** Adjust language, as appropriate, to audience, considering the audience. **2:2-2.B.p (6-8)** Use linguistic transitional elements (first, next, then). **2:2-3.C.q (6-8)** Use sequencing.

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CC.7.W.3.a Text Types and Purposes: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	**CT.7.W.24** Writing Genres, Traits and Crafts: Narrative: Write a fictional story using various literary techniques, e.g., dialogue, humor, figurative language, first or third person, precise language, including all story elements: setting, plot, theme, character development, events, problem, solution. **CT.7.W.25** Writing Genres, Traits and Crafts: Narrative: Write a suspenseful story with cliffhanger ending.	**2:2-3.C.q (6-8)** Use sequencing.
CC.7.W.3.b Text Types and Purposes: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	**CT.7.W.24** Writing Genres, Traits and Crafts: Narrative: Write a fictional story using various literary techniques, e.g., dialogue, humor, figurative language, first or third person, precise language, including all story elements: setting, plot, theme, character development, events, problem, solution. **CT.7.W.25** Writing Genres, Traits and Crafts: Narrative: Write a suspenseful story with cliffhanger ending.	**2:2-2.B.i (6-8)** Write on a narrative. **2:2-2.B.l (6-8)** Develop clear ideas with supporting details and evidence.

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CC.7.W.3.d Text Types and Purposes: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	**CT.7.W.24** Writing Genres, Traits and Crafts: Narrative: Write a fictional story using various literary techniques, e.g., dialogue, humor, figurative language, first or third person, precise language, including all story elements: setting, plot, theme, character development, events, problem, solution.	**2:2-2.B.o (6-8)** Write for a purpose, considering the audience. **2:2-3.C.p (6-8)** Use elaboration and specific details.
CC.7.W.3.e Text Types and Purposes: Provide a conclusion that follows from and reflects on the narrated experiences or events.	**CT.7.W.24** Writing Genres, Traits and Crafts: Narrative: Write a fictional story using various literary techniques, e.g., dialogue, humor, figurative language, first or third person, precise language, including all story elements: setting, plot, theme, character development, events, problem, solution. **CT.7.W.25** Writing Genres, Traits and Crafts: Narrative: Write a suspenseful story with cliffhanger ending.	**2:2-1.B.l (6-8)** Develop clear ideas with supporting details and evidence.
Production and Distribution of Writing		
CC.7.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	**CT.7.W.16** Writing Process: Plan: gathers and paraphrases information from a variety of resources, e.g., interviews, multimedia, periodicals; explains purpose and selects effective form at prewriting stage.	**2:2-2.B.l (6-8)** Develop clear ideas with supporting details and evidence. **2:2-2.B.m (6-8)** Adjust language, as appropriate, to audience, purpose and task. **2:2-2.B.o (6-8)** Write for a purpose, considering the audience.

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CCSS	**CT Standard Match**	**ELL Framework Link**
CC.7.W.5 Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 53.)	**CT.7.W.16** Writing Process: Plan: gathers and paraphrases information from a variety of resources, e.g., interviews, multimedia, periodicals; explains purpose and selects effective form at prewriting stage. **CT.7.W.17** Writing Process: Draft: rereads text and decides to continue draft or to start a new draft. **CT.7.W.18** Writing Process: Revise: revises at any stage of process; uses a variety of revision tools or strategies; evaluates feedback and justifies the choice to use feedback, e.g., I chose to change the word things because my group said it was confusing. **CT.7.W.19** Writing Process: Edit: use multiple resources, e.g., dictionary, glossary, thesaurus, for proofreading and editing.	**2:2-2.B.j (6-8)** Revise, expand and edit a draft with teacher assistance. **2:2-2.B.n (6-8)** Revise, expand and edit a draft with peer input. **2:2-2.B.o (6-8)** Write for a purpose, considering the audiences. **2:2-3.C.g (6-8)** Seek advice of teacher or peer to revise, expand and edit a draft (writing conferences). **2:2-3.C.h (6-8)** Brainstorm ideas before writing.
CC.7.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	**CT.7.W.20** Writing Process: Publish/Present: uses different technologies to produce, design and publish a finished product, e.g., political cartoons, brochure, stock market or consumer analysis.	**2:2-2.C.c (6-8)** Use appropriate visual, print and auditory sources. **2:2-2.C.e** Use available technology to gather information. **2:2-2.C.k** Locate and research information on academic topics from multiple sources.

Grade 7		
CCSS	**CT Standard Match**	**ELL Framework Link**
		2:2-3.C.k (6-8) Use technology to enhance writing.
Research to Build and Present Knowledge		
CC.7.W.7 Research to Build and Present Knowledge: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	**CT.9-12.3.2.d** Research information from multiple sources for a specific purpose. **CT.9-12.3.2.e** Evaluate the validity of primary and secondary sources of information to authenticate research.	**2:2-2.C.b (6-8)** Observe and record information. **2:2-2.C.c (6-8)** Use appropriate visual, print and auditory sources. **2:2-2.C.d (6-8)** Consult print and non-print resources in the native language when needed. **2:2-2.C.f (6-8)** Raise additional questions generated by research. **2:2-2.C.g (6-8)** Select and organize information from appropriate sources for a specific purpose.
CC.7.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	**CT.7.W.16** Writing Process: Plan: gathers and paraphrases information from a variety of resources, e.g., interviews, multimedia, periodicals; explains purpose and selects effective form at prewriting stage.	**2:2-2.C.c (6-8)** Use appropriate visual, print and auditory sources. **2:2-2.C.d (6-8)** Consult print and non-print resources in the native language when needed. **2:2-2.C.e (6-8)** Use available technology to gather information.

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CCSS	**CT Standard Match**	**ELL Framework Link**
		2:2-2.C.g (6-8) Select and organize information from appropriate sources for a specific purpose. **2:2-3.C.m (6-8)** Use reference materials (dictionaries, thesauruses, grammar books).
CC.7.W.9.a Research to Build and Present Knowledge: Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").	**CT.7.R.5** Reading Comprehension: After Reading: General Understanding: Compare and contrast universal themes, human nature, cultural and historical perspectives in multiple texts. **CT.7.R.8** Reading Comprehension: After Reading: Developing an Interpretation: Compare and contrast authors' and/or characters' perspectives expressed in multiple texts. **CT.7.R.9** Reading Comprehension: After Reading: Developing an Interpretation: Explain the similarities and differences in how an idea or concept is expressed in multiple texts.	**2:2-2.C.g (6-8)** Select and organize information from appropriate sources for a specific purpose. **2:2-2.C.l (6-8)** Draw conclusions from selected sources. **2:2-2.C.m (6-8)** Document and justify ideas using evidence from text.

Grade 7		
CCSS	**CT Standard Match**	**ELL Framework Link**
SPEAKING AND LISTENING STRAND: SPEAKING AND LISTENING STANDARDS		
Comprehension and Collaboration		
CC.7.SL.2 Comprehension and Collaboration: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	**CT.6.R.25** Reading Comprehension: After Reading: Content and Structure: Evaluate the credibility, accuracy and bias of informational text, including Internet sites, electronic recordings, visuals and other technology resources.	**1:1-2.C.e (6-8)** Analyze and draw conclusions from interactions. **2:2-1.B.s (6-8)** Evaluate information for relevancy. **2:2-1.C.i (6-8)** Communicate clearly and precisely. **2:2-1.C.j (6-8)** Adjust language, as appropriate, to audience, purpose and task.
CC.7.SL.3 Comprehension and Collaboration: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	**CT.4.R.27** Reading Comprehension: After Reading: Developing an Interpretation: Distinguish fact vs. opinion in text.	**2:2-1.B.e (6-8)** Listen to and respect the opinions of others. **2:2-1.B.l (6-8)** Question the opinions of others and respect their answers. **2:2-1.B .o (6-8)** Distinguish fact from opinion during discussion. **2:2-1.B.s (6-8)** Evaluate information for relevancy.

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CCSS	CT Standard Match	ELL Framework Link
Presentation of Knowledge and Ideas		
CC.7.SL.4 Presentation of Knowledge and Ideas: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	**CT.7.OL.1** Listening/Speaking: Deliver an oral presentation from notes, using appropriate intonation, enunciation and phrasing that is fluent and well-modulated.	**2:2-1.C.b (6-8)** Use basic language patterns accurately. **2:2-1.C.i (6-8)** Communicate clearly and precisely. **2:2-1.C.j (6-8)** Adjust language, as appropriate, to audience, purpose and task. **3:3-1.A.d (6-8)** Use acceptable tone and volume. **3:3-1.A.m (6-8)** Evaluate and adjust effectiveness of communication.
CC.7.SL.5 Presentation of Knowledge and Ideas: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	**CT.7.OL.1** Listening/Speaking: Deliver an oral presentation from notes, using appropriate intonation, enunciation and phrasing that is fluent and well-modulated.	**2:2-2.C.c (6-8)** Use appropriate visual, print and auditory sources. **2:2-2.C.h (6-8)** Present results of a research project.
CC.7.SL.6 Presentation of Knowledge and Ideas: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 7 Language standards 1 and 3 on page 53 for specific expectations.)	**CT.8.OL.2** Listening/Speaking: Deliver focused, coherent oral presentations, with and without notes, that clearly convey ideas and use appropriate intonation, enunciation, pace, word choice and grammar.	**2:2-1.C.f (6-8)** Recognize the difference between standard and nonstandard English. **2:2-1.C.h (6-8)** Produce increasingly complex language.

Grade 7		
CCSS	**CT Standard Match**	**ELL Framework Link**
	CT.7.OL.3 Listening/Speaking: Engage in oral telling of stories from a variety of cultures that use a range of strategies to make the story engaging to the audience, e.g., using dialogue and suspense; showing narrative action with movement, gestures, and expressions.	**2:2-1.C.j 6-8)** Adjust language, as appropriate, to audience, purpose and task. **3:3-1.A.n (6-8)** Recognize and apply the style of speech appropriate to a given situation.

Grade 7		
CCSS	**CT Standard Match**	**ELL Framework Link**
LANGUAGE STRAND: LANGUAGE STANDARDS		
Conventions of Standard English		
CC.7.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**CT.7.W.3** Writing Conventions: Capitalization/ Punctuation/Usage: Use capitalization rules from previous grades. **CT.7.W.4** Writing Conventions: Capitalization/ Punctuation/Usage: Use capitals correctly in an outline or list. **CT.7.W.5** Writing Conventions: Capitalization/ Punctuation/Usage: Use consistent capitalization when formatting technical documents. **CT.7.W.6** Writing Conventions: Capitalization/ Punctuation/Usage: Use punctuation rules from previous grades. **CT.7.W.7** Writing Conventions: Capitalization/ Punctuation/Usage: Use commas to separate an interrupter, e.g., The teacher, however, was not impressed.	**2:2-2.B.g (6-8)** Attend to writing mechanics (capital letters, periods and questions marks). **2:2-2.B.k (6-8)** Attend to writing mechanics (punctuation and spelling). **2:2-2.B.r (6-8)** Recognize and use syntax.

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CCSS	**CT Standard Match**	**ELL Framework Link**
	CT.7.W.8 Writing Conventions: Capitalization/ Punctuation/Usage: Use semicolons to separate groups that contain commas, e.g., The Seahawks traveled to Washington, D.C.; New York, N.Y.; and Oakland, Calif. **CT.7.W.9** Writing Conventions: Capitalization/ Punctuation/Usage: Use the hyphen to prevent confusion, e.g., re-elect. **CT.7.W.10** Writing Conventions: Capitalization/ Punctuation/Usage: Use bullets in technical writing when applicable.	
CC.7.L.2.a Conventions of Standard English: Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt).	**CT.7.W.7** Writing Conventions: Capitalization / Punctuation / Usage: Use commas to separate an interrupter, e.g., The teacher, however, was not impressed.	**2:2-2.B.k (6-8)** Attend to writing mechanics (punctuation and spelling).
CC.7.L.2.b Conventions of Standard English: Spell correctly.	**CT.7.W.1** Writing Conventions: Spelling: Use spelling rules and patterns from previous grades. **CT.7.W.2** Writing Conventions: Spelling: Use multiple strategies to spell. Examples: - homophones, e.g., principle and principal - affixes, e.g., re-, post-, -ous, -ology - Greek and Latin roots - frequently misspelled words.	**2:2-2.B.k (6-8)** Attend to writing mechanics (punctuation and spelling).

Grade 7		
CCSS	**CT Standard Match**	**ELL Framework Link**
Knowledge of Language		
CC.7.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	**CT.7.W.1** Writing Conventions: Spelling: Use spelling rules and patterns from previous grades. **CT.7.W.2** Writing Conventions: Spelling: Use multiple strategies to spell. Examples: - homophones, e.g., principle and principal - affixes, e.g., re-, post-, -ous, -ology - Greek and Latin roots - frequently misspelled words **CT.7.W.3** Writing Conventions: Capitalization/ Punctuation/Usage: Use capitalization rules from previous grades. **CT.7.W.4** Writing Conventions: Capitalization/ Punctuation/Usage: Use capitals correctly in an outline or list. **CT.7.W.5** Writing Conventions: Capitalization/ Punctuation/Usage: Use consistent capitalization when formatting technical documents. **CT.7.W.6** Writing Conventions: Capitalization/ Punctuation/Usage: Use punctuation rules from previous grades.	**2:2-1.C.b (6-8)** Use basic language patterns accurately. **2:2-1.C.g (6-8)** Recognize and use complex syntax. **2:2-1.C.h (6-8)** Produce increasingly complex language. **2:2-1.C.i (6-8)** Communicate clearly and precisely. **2:2-2.A.h (6-8)** Recognize common word parts.

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CCSS	**CT Standard Match**	**ELL Framework Link**
	CT.7.W.7 Writing Conventions: Capitalization/ Punctuation/Usage: Use commas to separate an interrupter, e.g., The teacher, however, was not impressed. **CT.7.W.8** Writing Conventions: Capitalization/ Punctuation/Usage: Use semicolons to separate groups that contain commas, e.g., The Seahawks traveled to Washington, D.C.; New York, N.Y.; and Oakland, Calif. **CT.7.W.9** Writing Conventions: Capitalization/ Punctuation/Usage: Use the hyphen to prevent confusion, e.g., re-elect. **CT.7.W.10** Writing Conventions: Capitalization/ Punctuation/Usage: Use bullets in technical writing when applicable. **CT.7.W.11** Writing Conventions: Capitalization/ Punctuation/Usage: Apply usage rules from previous grades. **CT.7.W.12** Writing Conventions: Capitalization/ Punctuation/Usage: Use adverbs vs. adjectives correctly.	

Grade 7		
CCSS	**CT Standard Match**	**ELL Framework Link**
	CT.7.W.13 Writing Conventions: Capitalization/ Punctuation/Usage: Use comparative and superlative adjectives correctly.	
Vocabulary Acquisition and Use		
CC.7.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 7 reading and content, choosing flexibly from a range of strategies.	**CT.7.R.1** Vocabulary: Identify meanings and origins of commonly used words adopted from other languages, e.g., tsunami, salsa; use those words while speaking, writing and presenting.	**2:2-2.A.c (6-8)** Develop vocabulary. **2:2-2.A.h (6-8)** Recognize common word parts. **2:2-2.A.j (6-8)** Expand academic vocabulary. **2:2-3.B.f (6-8)** Use context to construct meaning. **2:2-3.B.u (6-8)** Use knowledge of common word parts to learn new words and aid in comprehension.
CC.7.L.4.a Vocabulary Acquisition and Use: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	**CT.5.R.1** Vocabulary: Use prior knowledge, context clues and graphic features to predict, clarify, and/or expand word meanings and concepts.	**2:2-3.B.f (6-8)** Use context to construct meaning.
CC.7.L.4.b Vocabulary Acquisition and Use: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).	**CT.7.R.1** Vocabulary: Identify meanings and origins of commonly used words adopted from other languages, e.g., tsunami, salsa; use those words while speaking, writing and presenting.	**2:2-3.B.u (6-8)** Use knowledge of common word parts to learn new words and aid in comprehension.

Grade 7		
CCSS	**CT Standard Match**	**ELL Framework Link**
	CT.7.W.2 Writing Conventions: Spelling: Use multiple strategies to spell. Examples: - homophones, e.g., principle and principal - affixes, e.g., re-, post-, -ous, -ology - Greek and Latin roots - frequently misspelled words.	
CC.7.L.4.c Vocabulary Acquisition and Use: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	**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.C.d (6-8)** Consult print and non-print resources in the native language when needed. **2:2-3.C.m (6-8)** Use reference materials (dictionaries, thesauruses, grammar books).
CC.7.L.4.d Vocabulary Acquisition and Use: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	**CT.5.R.1** Vocabulary: Use prior knowledge, context clues and graphic features to predict, clarify, and/or expand word meanings and concepts. **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.C.d (6-8)** Consult print and non-print resources in the native language when needed. **2:2-3.C.m (6-8)** Use reference materials (dictionaries, thesauruses, grammar books). **2:2-3.B.f (6-8)** Use context to construct meaning.

Grade 7		
CCSS	**CT Standard Match**	**ELL Framework Link**
CC.7.L.5.a Vocabulary Acquisition and Use: Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	**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.	**2:2-2.A.s (6-8)** Recognize and use literary terms. **2:2-2.A.z (6-8)** Recognize the elements of an author's craft including literary devices. **3:3-1.B.a (6-8)** Understand common idioms. **3:3-1.B.h (6-8)** Use a variety of idioms appropriately in speech and writing.
CC.7.L.5.b Vocabulary Acquisition and Use: Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	**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.	
CC.7.L.6 Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**CT.6.R.3** Vocabulary: Define vocabulary critical to the meaning of content-area texts and use that knowledge to interpret the texts, e.g., property in science or social studies.	**2:2-2.A.c (6-8)** Develop vocabulary. **2:2-2.A.h (6-8)** Recognize common word parts. **2:2-2A j (6-8)** Expand academic vocabulary.