

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



Grade 8

GRADE 8		
CCSS	CT Standard Match	ELL Framework Link
READING STRAND: READING STANDARDS FOR LITERATURE		
Key Ideas and Details		
<p>CC.8.RL.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>CT.8.R.7 Reading Comprehension: After Reading: Developing an Interpretation: Develop literal and inferential questions about texts using explicit and implicit evidence from the texts.</p>	<p>2:2-2.A.q (6-8) Answer literal and inferential questions about grade-appropriate texts.</p> <p>2:2-2.A.v (6-8) Analyze, synthesize and construct meaning from text.</p> <p>2:2-3.B.k (6-8) Make inferences from explicit information.</p> <p>2:2-3.B.s (6-8) Make inferences from implicit information.</p>
<p>CC.8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p>	<p>CT.8.R.4 Reading Comprehension: After Reading: General Understanding: Generalize about universal themes, human nature, cultural and historical perspectives from reading multiple texts.</p> <p>CT.8.R.6 Reading Comprehension: After Reading: General Understanding: Interpret how situations, actions and other characters influence a character's personality and development.</p> <p>CT.8.R.5 Reading Comprehension: After Reading: General Understanding: Explain how a story's plots and subplots do/do not contribute to the conflict and resolution.</p>	<p>2:2-2.A.n (6-8) Select and organize relevant information.</p> <p>2:2-2.A.t (6-8) Interpret text.</p> <p>2:2-2.A.v (6-8) Analyze, synthesize and construct meaning from text.</p> <p>2:2-3.B.m (6-8) Identify main idea and supporting details.</p> <p>2:2-3.B.v (6-8) Support interpretation with evidence from text.</p>

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<p>CC.8.R.L.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>	<p>CT.8.R.5 Reading Comprehension: After Reading: General Understanding: Explain how a story's plots and subplots do/do not contribute to the conflict and resolution.</p> <p>CT.8.R.12 Reading Comprehension: After Reading: Making Reader/Text Connections: Identify motivations and reactions of literary characters from different cultures or historical periods when confronting similar personal conflicts, and hypothesize how those characters would handle a similar modern conflict.</p> <p>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.</p>	<p>2:2-2.A.v (6-8) Analyze, synthesize and construct meaning from text.</p> <p>2:2-2.A.z (6-8) Recognize the elements of an author's craft including literary devices.</p> <p>2:2-3.B.k (6-8) Make inferences from explicit information.</p> <p>2:2-3.B.v (6-8) Support interpretation with evidence from text.</p>
Craft and Structure		
<p>CC.8.R.L.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p>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.</p> <p>CT.8.R.2 Reading Comprehension: Before and During Reading: Use cueing system and context clues to determine meanings of words.</p>	<p>2:2-2.A.c (6-8) Develop vocabulary.</p> <p>2:2-2.A.h (6-8) Recognize common word parts.</p> <p>2:2-2.A.s (6-8) Recognize and use literary terms.</p>

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	<p>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.</p>	<p>2:2-2.A.z (6-8) Recognize the elements of an author’s craft including literary devices.</p> <p>2:2-3.B.f (6-8) Use context to construct meaning.</p>
<p>CC.8.R.L.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p>	<p>CT.7.R.5 Reading Comprehension: After Reading: General Understanding: Compare and contrast universal themes, human nature, cultural and historical perspectives in multiple texts.</p> <p>CT.8.R.8 Reading Comprehension: After Reading: Developing an Interpretation: Compare and contrast literature written in a variety of genres and explain why certain genres are best suited to convey a specific message or invoke a particular response from the reader.</p> <p>CT.8.R.10 Reading Comprehension: After Reading: Developing an Interpretation: Compare, contrast and critique two author's beliefs and assumptions about a single topic or issue and decide which author presents the stronger argument.</p>	<p>2:2-2.A.i (6-8) Explore a variety of genre.</p> <p>2:2-2.A.y (6-8) Interpret and respond to text.</p> <p>2:2-2.A.z (6-8) Recognize the elements of an author’s craft including literary devices.</p> <p>2:2-3.B.i (6-8) Make text-to-self, text-to-text and text-to world connections.</p> <p>2:2-3.B.v (6-8) Support interpretation with evidence from text.</p>

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<p>CC.8.R.L.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p>	<p>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.</p>	<p>2:2-2.A.z (6-8) Recognize the elements of an author's craft including literary devices.</p> <p>2:2-3.B.f (6-8) Use context to construct meaning.</p> <p>2:2-3.B.k (6-8) Make inferences from explicit information.</p> <p>2:2-3.B.s (6-8) Make inferences from implicit information.</p> <p>2:2-3.B.v (6-8) Support interpretation with evidence from text.</p>
Integration of Knowledge and Ideas		
<p>CC.8.R.L.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p>	<p>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.</p> <p>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.</p>	<p>2:2-3.B.c (6-8) Make inferences from visuals.</p> <p>2:2-3B.f (6-8) Use context to construct meaning.</p> <p>2:2-3.B.j (6-8) Visualize images suggested by the text.</p> <p>2:2-3.B.k (6-8) Make inferences from explicit information.</p>

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<p>CC.8.R.L.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p>	<p>CT.8.R.4 Reading Comprehension: After Reading: General Understanding: Generalize about universal themes, human nature, cultural and historical perspectives from reading multiple texts.</p> <p>CT.8.R.16 Reading Comprehension: After Reading: Content and Structure: Evaluate recurring themes in literature that reflect worldwide social and/or economic change, e.g., social change, such as characters that change their attitudes after learning about different cultures.</p>	<p>2:2-2.A.e (6-8) Connect prior knowledge to new information.</p> <p>2:2-2.A.v (6-8) Analyze, synthesize and construct meaning from text.</p> <p>2:2-2.A.x (6-8) Go beyond the text to enhance meaning.</p> <p>2:2-2.A.y (6-8) Interpret and respond to text.</p> <p>2:2-3.B.i (6-8) Make text-to-self, text-to-text and text-to world connections.</p>
Range of Reading and level of Text Complexity		
<p>CC.8.R.L.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p>	<p>CT.8.R.18 Reading Reflection/Behaviors: Set goals for reading and develop a reading improvement plan.</p> <p>CT.8.R.19 Reading Reflection/Behaviors: Track reading progress through the use of such tools as portfolios, learning logs, self-scoring rubrics or strategy charts.</p>	<p>2:2-2.A.d (6-8) Expand knowledge of content.</p> <p>2:2-2.A.i (6-8) Explore a variety of genre.</p> <p>2:2-2.A.j (6-8) Expand academic vocabulary.</p> <p>2:2-2.A.r (6-8) Increase fluency.</p> <p>2:2-3.B.t (6-8) Monitor comprehension while reading and self-correct.</p>

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READING STRAND: READING STANDARDS FOR INFORMATIONAL TEXT		
Key Ideas and Details		
<p>CC.8.R.I.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>CT.8.R.7 Reading Comprehension: After Reading: Developing an Interpretation: Develop literal and inferential questions about texts using explicit and implicit evidence from the texts.</p> <p>CT.8.R.17 Reading Comprehension: After Reading: Content and Structure: Extend the meaning of a text by expressing an insight implied but not stated, e.g., author's perspective, the nature of conflict, or use text-based information to solve a problem not explicitly identified in the text, e.g., use information in an article about fitness to design an exercise routine.</p>	<p>2:2-2.A.v (6-8) Analyze, synthesize and construct meaning from text.</p> <p>2:2-3.B.f (6-8) Use context to construct meaning.</p> <p>2:2-3.B.k (6-8) Make inferences from explicit information.</p> <p>2:2-3.B.s (6-8) Make inferences from implicit information.</p> <p>2:2-3.B.v (6-8) Support interpretation with evidence from text.</p>
<p>CC.8.R.I.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>	<p>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.</p>	<p>2:2-2.A.n (6-8) Select and organize relevant information.</p> <p>2:2-2.A.v (6-8) Analyze, synthesize and construct meaning from the text.</p> <p>2:2-2.A.y (6-8) Interpret and respond to text.</p> <p>2:2-3.B.m (6-8) Identify main idea and supporting details.</p> <p>2:2-3.B.o (6-8) Summarize the text.</p>

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<p>CC.8.R.I.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	<p>CT.8.R.12 Reading Comprehension: After Reading: Making Reader/Text Connections: Identify motivations and reactions of literary characters from different cultures or historical periods when confronting similar personal conflicts, and hypothesize how those characters would handle a similar modern conflict.</p>	<p>2:2-2.A.n (6-8) Select and organize relevant information.</p> <p>2:2-2.A.t (6-8) Interpret text.</p> <p>2:2-2.A.v (6-8) Analyze, synthesize and construct meaning from text.</p> <p>2:2-3.B.v(6-8) Support interpretation with evidence from text.</p>
Craft and Structure		
<p>CC.8.R.I.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p>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</p> <p>CT.8.R.2 Reading Comprehension: Before and During Reading: Use cueing system and context clues to determine meanings of words.</p> <p>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.</p>	<p>2:2-2.A.c (6-8) Develop vocabulary.</p> <p>2:2-2.A.j (6-8) Expand academic vocabulary.</p> <p>2:2-2.A.s (6-8) Recognize and use literary terms.</p> <p>2:2-3.B.u (6-8) Use knowledge of common word parts to learn new words and aid in comprehension.</p>

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<p>CC.8.R.I.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p>	<p>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.</p>	<p>2:2-2.A.v (6-8) Analyze, synthesize and construct meaning from text.</p> <p>2:2-2.A.w (6-8) Critique and evaluate text.</p> <p>2:2-3.B.g (6-8) Reread.</p> <p>2:2-3.B.m (6-8) Identify main idea and supporting details.</p>
<p>CC.8.R.I.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	<p>CT.8.R.17 Reading Comprehension: After Reading: Content and Structure: Extend the meaning of a text by expressing an insight implied but not stated, e.g., author's perspective, the nature of conflict, or use text-based information to solve a problem not explicitly identified in the text, e.g., use information in an article about fitness to design an exercise routine.</p>	<p>2:2-2.A.n (6-8) Select and organize relevant information.</p> <p>2:2-2.A.o (6-8) Respond to fiction and nonfiction text.</p> <p>2:2-2.A.t (6-8) Interpret text.</p> <p>2:2-3.B.v (6-8) Support interpretation with evidence from text.</p>
Integration of Knowledge and Ideas		
<p>CC.8.R.I.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>	<p>CT.8.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.</p>	<p>2:2-2.A.n (6-8) Select and organize relevant information.</p> <p>2:2-2.A.x (6-8) Go beyond the text to enhance meaning.</p>

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		<p>2:2-2.C.c (6-8) Use appropriate visual, print and auditory sources.</p> <p>2:2-3.B.c (6-8) Make inferences from visuals.</p> <p>2:2-3.B.i (6-8) Make text-to-self, text-to-text and text to world connections.</p>
<p>CC.8.R.I.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>	<p>CT.8.R.10 Reading Comprehension: After Reading: Developing an Interpretation: Compare, contrast and critique two author's beliefs and assumptions about a single topic or issue and decide which author presents the stronger argument.</p> <p>CT.8.R.14 Reading Comprehension: After Reading: Content and Structure: Critique an author's reasoning and use of evidence in an argument or defense of a claim.</p> <p>CT.8.R.15 Reading Comprehension: After Reading: Content and Structure: Analyze and critique the intended effects of propaganda techniques the author uses to influence readers' perspectives.</p>	<p>2:2-2.A.u (6-8) Develop a critical stance.</p> <p>2:2-2.A.w (6-8) Critique and evaluate text.</p> <p>2:2-3.B.v (6-8) Support interpretation with evidence from text.</p>

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<p>CC.8.R.I.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>	<p>CT.8.R.10 Reading Comprehension: After Reading: Developing an Interpretation: Compare, contrast and critique two author's beliefs and assumptions about a single topic or issue and decide which author presents the stronger argument.</p>	<p>2:2-2.A.n (6-8) Select and organize relevant information.</p> <p>2:2-2.A.p (6-8) Classify data and information.</p> <p>2:2-2.A.w (6-8) Critique and evaluate text.</p> <p>2:2-3.B.h (6-8) Use graphic organizers to enhance comprehension.</p> <p>2:2-3.B.i (6-8) Make text-to-self, text-to-text and text-to world connections.</p>

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WRITING STRAND: WRITING STANDARDS		
Text Types and Purposes		
<p>CC.8.W.1 Write arguments to support claims with clear reasons and relevant evidence.</p>	<p>CT.8.W.30 Writing Genres, Traits and Crafts: Persuasive: Analyze and synthesize information from multiple resources to establish and support a position, and to examine opposing perspectives.</p> <p>CT.8.W.31 Writing Genres, Traits and Crafts: Persuasive: Prepare a position for and engage in a debate.</p>	<p>2:2-2.B.1 (6-8) Develop clear ideas with supporting details and evidence.</p> <p>2:2-2.B.m (6-8) Adjust language, as appropriate, to audience, purpose and task.</p> <p>2:2-3.C.m (6-8) Use reference materials (dictionaries, thesauruses, grammar books).</p> <p>2:2-3.C.p (6-8) Use elaboration and specific details.</p> <p>2:2-3.C.r (6-8) Use the conventions of persuasion.</p>
<p>CC.8.W.1.a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p>	<p>CT.8.W.30 Writing Genres, Traits and Crafts: Persuasive: Analyze and synthesize information from multiple resources to establish and support a position, and to examine opposing perspectives.</p>	<p>2:2-3.C.p (6-8) Use elaboration and specific details.</p>

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<p>CC.8.W.1.b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p>	<p>CT.8.W.30 Writing Genres, Traits and Crafts: Persuasive: Analyze and synthesize information from multiple resources to establish and support a position, and to examine opposing perspectives.</p> <p>CT.8.W.31 Writing Genres, Traits and Crafts: Persuasive: Prepare a position for and engage in a debate.</p> <p>CT.8.W.32 Writing Genres, Traits and Crafts: Persuasive: Develop a business portfolio to sell a product.</p> <p>CT.8.W.33 Writing Genres, Traits and Crafts: Persuasive: Write a review of a restaurant, movie, television show, concert, website.</p> <p>CT.8.W.34 Writing Genres, Traits and Crafts: Persuasive: Write a newspaper editorial.</p> <p>CT.8.W.35 Writing Genres, Traits and Crafts: Persuasive: Write a public service announcement.</p>	<p>2:2-2.B.1 (6-8) Develop clear ideas with supporting details and evidence.</p> <p>2:2-3.C.p (6-8) Use elaboration and specific details.</p>
<p>CC.8.W.1.c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p>	<p>CT.8.W.18 Writing Process: Revise: revise, checking for organization, clarity, fluency and elaboration.</p>	<p>2:2-2.B.1 (6-8) Develop clear ideas with supporting details and evidence.</p>

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<p>CC.8.W.1.d Establish and maintain a formal style.</p>	<p>CT.8.W.16 Writing Process: Plan: collect and explore ideas for later use as a basis for informational, persuasive or literary writing, e.g., maintain writer's notebook.</p>	<p>2:2-2.B.m (6-8) Adjust language, as appropriate, to audience, purpose and task.</p>
<p>CC.8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p>CT.8.W.26 Writing Genres, Traits and Crafts: Expository: Write a speech about a mathematical or scientific concept.</p> <p>CT.8.W.27 Writing Genres, Traits and Crafts: Expository: Write an informational report, e.g., science, social studies, art history, music.</p>	<p>2:2-2.B.d (6-8) Engage in effective pre-writing activities (brainstorming, discussing, graphic organizer, etc.).</p> <p>2:2-2.B.l (6-8) Develop clear ideas with supporting details and evidence.</p> <p>2:2-2.B.m (6-8) Adjust language, as appropriate, to audience, purpose and task.</p> <p>2:2-2.B.q (6-8) Write expository and persuasive essays.</p> <p>2:2-3.C.p (6-8) Use elaboration and specific details.</p>
<p>CC.8.W.2.b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p>	<p>CT.8.W.16 Writing Process: Plan: collect and explore ideas for later use as a basis for informational, persuasive or literary writing, e.g., maintain writer's notebook.</p> <p>CT.8.W.17 Writing Process: Draft: decide if multiple drafts are necessary, and continue drafting/revising as appropriate.</p>	<p>2:2-2.B.l (6-8) Develop clear ideas with supporting details and evidence.</p>

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<p>CC.8.W.2.c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	<p>CT.8.W.18 Writing Process: Revise: revise, checking for organization, clarity, fluency and elaboration.</p>	<p>2:2-2.B.p (6-8) Use linguistic transitional elements (first, next, then).</p>
<p>CC.8.W.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>CT.8.W.22 Writing Genres, Traits and Crafts: Descriptive: Write a script for a play or television episode, fully developing setting and characters so actors can take on role.</p> <p>CT.8.W.23 Writing Genres, Traits and Crafts: Descriptive: Write a piece selecting literary devices to convey a specific meaning, e.g., symbols and analogies.</p> <p>CT.8.W.24 Writing Genres, Traits and Crafts: Descriptive: Write a piece selecting words for connotation and denotation, e.g., plump vs. fat, shack vs. house.</p>	<p>2:2-2.B.m (6-8) Adjust language, as appropriate, to audience, purpose and task.</p>
<p>CC.8.W.2.e Establish and maintain a formal style.</p>	<p>CT.8.W.16 Writing Process: Plan: collect and explore ideas for later use as a basis for informational, persuasive or literary writing, e.g., maintain writer's notebook.</p>	<p>2:2-2.B.m (6-8) Adjust language, as appropriate, to audience, purpose and task</p> <p>2:2-2.B.o (6-8) Write for a purpose, considering the audience.</p>
<p>CC.8.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p>CT.8.W.25 Writing Genres, Traits and Crafts: Narrative: Write elaborate dialogue, e.g., script, commercial.</p>	<p>2:2-2.B.i (6-8) Write a narrative.</p> <p>2:2-2.B.l (6-8) Develop clear ideas with supporting details and evidence.</p>

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		<p>2:2-2.B.p (6-8) Use linguistic transitional elements (first, next, then).</p> <p>2:2-3.C.q (6-8) Use sequencing.</p>
<p>CC.8.W.3.a 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.</p>	<p>CT.7.W.22 Writing Genres, Traits and Crafts: Descriptive: Write character sketches varying methods of character development, e.g., how character looks, acts, talks, thinks.</p> <p>CT.7.W.23 Writing Genres, Traits and Crafts: Descriptive: Write elaborate settings varying time, place, mood, physical environment.</p> <p>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.</p> <p>CT.7.W.25 Writing Genres, Traits and Crafts: Narrative: Write a suspenseful story with cliffhanger ending.</p>	<p>2:2-3.C.l (6-8) Make outlines.</p> <p>2:2-3.C.q (6-8) Use sequencing.</p>

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<p>CC.8.W.3.b Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p>	<p>CT.8.W.25 Writing Genres, Traits and Crafts: Narrative: Write elaborate dialogue, e.g., script, commercial.</p>	<p>2:2-2.B.i (6-8) Write a narrative.</p>
<p>CC.8.W.3.c Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p>	<p>CT.7.W.11 Writing Conventions: Capitalization/ Punctuation/Usage: Apply usage rules from previous grades.</p>	<p>2:2-2.B.p (6-8) Use linguistic transitional elements (first, next, then).</p>
<p>CC.8.W.3.d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>	<p>CT.7.W.11 Writing Conventions: Capitalization/ Punctuation/Usage: Apply usage rules from previous grades.</p> <p>CT.7.W.12 Writing Conventions: Capitalization/ Punctuation/Usage: Use adverbs vs. adjectives correctly.</p> <p>CT.7.W.13 Writing Conventions: Capitalization / Punctuation / Usage: Use comparative and superlative adjectives correctly.</p> <p>CT.7.W.14 Writing Conventions: Capitalization/ Punctuation/Usage: Use parallel construction of elements in a list. - Parallel: The lunchroom was immaculate: napkins in their holders, pop bottles in the recycle container, and trays in place for the next day. - Not parallel: The lunchroom was immaculate: napkins were put away, pop bottles in the recycle bins, and neatly stacked trays.</p>	<p>2:2-1.C.h (6-8) Produce increasingly complex language.</p> <p>2:2-1.C.i (6-8) Communicate clearly and precisely.</p>

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CCSS	CT Standards Match	ELL Framework Link
Production and Distribution of Writing		
<p>CC.8.W.4 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.)</p>	<p>CT.8.W.16 Writing Process: Plan: collect and explore ideas for later use as a basis for informational, persuasive or literary writing, e.g., maintain writer's notebook.</p> <p>CT.8.W.17 Writing Process: Draft: decide if multiple drafts are necessary, and continue drafting/revising as appropriate.</p> <p>CT.8.W.18 Writing Process: Revise: revise, checking for organization, clarity, fluency and elaboration.</p> <p>CT.8.W.19 Writing Process: Edit: use multiple resources, e.g., dictionary, glossary, thesaurus, for proofreading and editing.</p> <p>CT.8.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.</p>	<p>2:2-2.B.l (6-8) Develop clear ideas with supporting details and evidence.</p> <p>2:2-2.B.m (6-8) Adjust language, as appropriate, to audience, purpose and task.</p> <p>2:2-2.B.o (6-8) Write for a purpose, considering the audience.</p> <p>2:2-2.C.i (6-8) Communicate clearly and precisely.</p> <p>2:2-3.C.p (6-8) Use elaboration and specific details.</p>
<p>CC.8.W.5 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 8 on page 53.)</p>	<p>CT.8.W.16 Writing Process: Plan: collect and explore ideas for later use as a basis for informational, persuasive or literary writing, e.g., maintain writer's notebook.</p>	<p>2:2-2.B.j (6-8) Revise, expand and edit a draft with teacher assistance.</p> <p>2:2-2.B.n (6-8) Revise, expand and edit a draft with peer input.</p>

GRADE 8		
CCSS	CT Standards Match	ELL Framework Link
	<p>CT.8.W.17 Writing Process: Draft: decide if multiple drafts are necessary, and continue drafting/revising as appropriate.</p> <p>CT.8.W.18 Writing Process: Revise: revise, checking for organization, clarity, fluency and elaboration.</p> <p>CT.8.W.19 Writing Process: Edit: use multiple resources, e.g., dictionary, glossary, thesaurus, for proofreading and editing.</p> <p>CT.8.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.</p> <p>CT.8.W.21 Writing Process: Reflect: critique work independently and in groups, and establish a focus collaboratively, e.g., author's craft, elaboration, fluency.</p>	<p>2:2-2.B.o (6-8) Write for a purpose, considering the audience.</p> <p>2:2-3.C.g (6-8) Seek advice of teacher or peer to revise, expand and edit a draft (writing conferences).</p> <p>2:2-3.C.h (6-8) Brainstorm ideas before writing.</p>
<p>CC.8.W.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>	<p>CT.8.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.</p>	<p>2:2-2.C.c (6-8) Use appropriate visual, print and auditory sources.</p> <p>2:2-2.C.e (6-8) Use available technology to gather information.</p>

GRADE 8		
CCSS	CT Standards Match	ELL Framework Link
		<p>2:2-2.C.k (6-8) Locate and research information on academic topics from multiple sources.</p> <p>2:2-3.C.k (6-8) Use technology to enhance writing.</p>
Research to Build and Present Knowledge		
<p>CC.8.W.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p>CT.8.W.27 Writing Genres, Traits and Crafts: Expository: Write an informational report, e.g., science, social studies, art history, music.</p>	<p>2:2-2.C.c (6-8) Use appropriate visual, print and auditory sources.</p> <p>2:2-2.C.d (6-8) Consult print and non-print resources in the native language when needed.</p> <p>2:2-2.C.f (6-8) Raise additional questions generated by research.</p> <p>2:2-2.C.g (6-8) Select and organize information from appropriate sources for a specific purpose.</p> <p>2:2-2.C.k (6-8) Locate and research information on academic topics from multiple sources.</p>
<p>CC.8.W.8 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.</p>	<p>CT.8.W.15 Capitalization / Punctuation / Usage: Cite sources according to prescribed format, e.g., MLA, APA.</p>	<p>2:2-2.C.b (6-8) Observe and record information.</p> <p>2:2-2.C.c (6-8) Use appropriate visual, print and auditory sources.</p>

GRADE 8		
CCSS	CT Standards Match	ELL Framework Link
	<p>CT.8.W.30 Writing Genres, Traits and Crafts: Persuasive: Analyze and synthesize information from multiple resources to establish and support a position, and to examine opposing perspectives.</p>	<p>2:2-2.C.g (6-8) Select and organize information from appropriate sources for a specific purpose.</p> <p>2:2-2.C.l (6-8) Draw conclusions from selected sources.</p> <p>2:2-3.C.m (6-8) Use reference materials (dictionaries, thesauruses, grammar books).</p>
<p>CC.8.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>CT.8.W.23 Writing Genres, Traits and Crafts: Descriptive: Write a piece selecting literary devices to convey a specific meaning, e.g., symbols and analogies.</p> <p>CT.8.W.30 Writing Genres, Traits and Crafts: Persuasive: Analyze and synthesize information from multiple resources to establish and support a position, and to examine opposing perspectives.</p>	<p>2:2-2.C.e (6-8) Use available technology to gather information.</p> <p>2:2-2.C.g (6-8) Select and organize information from appropriate sources for a specific purpose.</p> <p>2:2-2.C.k (6-8) Locate and research information on academic topics from multiple sources.</p> <p>2:2-2.C.l (6-8) Draw conclusions from selected sources.</p> <p>2:2-2.C.m (6-8) Document and justify ideas using evidence from text.</p>

GRADE 8		
CCSS	CT Standards Match	ELL Framework Link
<p>CC.8.W.9.b Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p>	<p>CT.8.R.7 Reading Comprehension: After Reading: Developing an Interpretation: Develop literal and inferential questions about texts using explicit and implicit evidence from the texts.</p> <p>CT.8.R.8 Reading Comprehension: After Reading: Developing an Interpretation: Compare and contrast literature written in a variety of genres and explain why certain genres are best suited to convey a specific message or invoke a particular response from the reader.</p> <p>CT.8.R.10 Reading Comprehension: After Reading: Developing an Interpretation: Compare, contrast and critique two author's beliefs and assumptions about a single topic or issue and decide which author presents the stronger argument.</p>	

GRADE 8		
CCSS	CT Standards Match	ELL Framework Link
SPEAKING AND LISTENING STRAND: SPEAKING AND LISTENING STANDARDS		
Comprehension and Collaboration		
<p>CC.8.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p>CT.8.OL.1 Listening/Speaking: Evaluate the credibility of a speaker, e.g., hidden agendas, slants or biases.</p> <p>CT.8.OL.4 Listening/Speaking: Provide helpful feedback to speakers based on agreed on criteria concerning the quality of a speech and the speaker's delivery.</p>	<p>2:2-1.B.a (6-8) Participate in full-class, group and paired activities.</p> <p>2:2-1.B.j (6-8) Contribute relevant ideas to a discussion.</p> <p>2:2-1.B.r (6-8) Elaborate on and extend the ideas of others.</p> <p>2:2-1.C.j (6-8) Adjust language, as appropriate, to audience, purpose and task.</p> <p>2:2-3.A.e (6-8) Use self-monitoring and self-correcting strategies.</p>
<p>CC.8.SL.1.d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	<p>CT.8.OL.3 Listening/Speaking: Use audience feedback, e.g., verbal and nonverbal cues, to modify an oral presentation.</p>	<p>2:2-1.B.h (6-8) Express and defend opinions.</p> <p>2:2-1.B.l (6-8) Question the opinions of others and respect their answers.</p>
<p>CC.8.SL.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<p>CT.8.OL.1 Listening/Speaking: Evaluate the credibility of a speaker, e.g., hidden agendas, slants or biases.</p>	<p>2:2-1.B.o (6-8) Distinguish fact from opinion during discussion.</p> <p>2:2-1.B.s (6-8) Evaluate information for relevancy.</p>

GRADE 8		
CCSS	CT Standards Match	ELL Framework Link
		<p>2:2-1.C.i (6-8) Communicate clearly and precisely.</p> <p>2:2-1.C.j (6-8) Adjust language, as appropriate, to audience, purpose and task.</p>
<p>CC.8.SL.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	<p>CT.8.OL.1 Listening/Speaking: Evaluate the credibility of a speaker, e.g., hidden agendas, slants or biases.</p>	<p>2:2-1.B.e (6-8) Listen to and respect the opinions of others.</p> <p>2:2-1.B.l (6-8) Question the opinions of others and respect their answers.</p> <p>2:2-1.B.n (6-8) Listen to and incorporate feedback.</p> <p>2:2-1.B.o (6-8) Distinguish fact from opinion during discussion.</p> <p>2:2-1.B.s (6-8) Evaluate information for relevancy.</p>
Presentation of Knowledge and Ideas		
<p>CC.8.SL.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>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.</p>	<p>2:2-1.C.h (6-8) Produce increasingly complex language.</p> <p>2:2-1.C.i (6-8) Communicate clearly and precisely.</p> <p>2:2-1.C.j (6-8) Adjust language, as appropriate, to audience, purpose and task.</p>

GRADE 8		
CCSS	CT Standards Match	ELL Framework Link
		<p>3:3-1.A.d (6-8) Use acceptable tone and volume.</p> <p>3:3-1.A.j (6-8) Rephrase an utterance when it has been misunderstood.</p>
<p>CC.8.SL.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<p>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.</p> <p>CT.8.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.</p>	<p>2:2-2.C.c (6-8) Use appropriate visual, print and auditory sources.</p> <p>2:2-2.C.h (6-8) Present results of a research project.</p>
<p>CC.8.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 8 Language standards 1 and 3 on page 53 for specific expectations.)</p>	<p>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.</p>	<p>2:2-1.C.f (6-8) Recognize the difference between standard and nonstandard English.</p> <p>2:2-1.C.g (6-8) Recognize and use complex syntax.</p> <p>2:2-1.C.i (6-8) Communicate clearly and precisely.</p> <p>2:2-1.C.j (6-8) Adjust language, as appropriate, to audience, purpose and task.</p>

GRADE 8		
CCSS	CT Standards Match	ELL Framework Link
		3:3-1.A.n (6-8) Recognize and apply the style of speech appropriate to a given situation.

GRADE 8		
CCSS	CT Standards Match	ELL Framework Link
LANGUAGE STRAND: LANGUAGE STANDARDS		
Conventions of Standard English		
<p>CC.8.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>CT.8.W.1 Spelling: Use spelling rules and patterns from previous grades.</p> <p>CT.8.W.2 Spelling: Use multiple strategies to spell. Examples: - homophones, e.g., capital and capitol - affixes, e.g., dis-, ir-, -ist -ism - Greek and Latin roots, e.g., circus, spiral, vision - words from other languages, e.g., arena, buffet, souffle, lariat - frequently misspelled words, e.g., accommodation, cemetery, receive</p> <p>CT.8.W.3 Capitalization/Punctuation/Usage: Use capitalization, punctuation, and usage rules from previous grades.</p> <p>CT.8.W.4 Capitalization/Punctuation/Usage: Capitalizes the title of a specific course, e.g., History 9a as opposed to history.</p> <p>CT.8.W.5 Capitalization/Punctuation/Usage: Use commas to enclose titles, e.g., Jennifer Longstreet, M.D., is a pediatrician.</p>	<p>2:2-1.C.b (6-8) Use basic language patterns accurately.</p> <p>2:2-1.C.c (6-8) Produce original sentences with increasingly accuracy.</p> <p>2:2-1.C.i (6-8) Communicate clearly and precisely.</p> <p>2:2-2.B.k (6-8) Attend to writing mechanics (punctuation and spelling).</p> <p>2:2-2.B.r (6-8) Recognize and use syntax.</p>

GRADE 8		
CCSS	CT Standards Match	ELL Framework Link
	<p>CT.8.W.6 Capitalization/Punctuation/Usage: Use commas for emphasis or clarity, e.g., What the teacher does, does affect students' learning.</p> <p>CT.8.W.7 Capitalization/Punctuation/Usage: Place commas and periods inside quotation marks.</p> <p>CT.8.W.8 Capitalization/Punctuation/Usage: Use apostrophes to form plurals of letters or numbers, e.g., know your ABC's.</p> <p>CT.8.W.9 Capitalization/Punctuation/Usage: Use apostrophes in possessive compound nouns, e.g., the mother-in-law's birthday.</p> <p>CT.8.W.10 Capitalization/Punctuation/Usage: Use a colon between title and subtitle, e.g., Write Source 2000: A Guide to Thinking, Writing and Learning.</p> <p>CT.8.W.11 Capitalization/Punctuation/Usage: Uses slash (/) correctly, e.g., in a fraction; to show choice.</p> <p>CT.8.W.12 Capitalization/Punctuation/Usage: Uses parallel construction when listing infinitive phrases, e.g., parallel: Bradley likes to run, dive, and ride horses; not parallel: Bradley likes to run, to dive, and ride a horse.</p>	

GRADE 8		
CCSS	CT Standards Match	ELL Framework Link
	CT.8.W.13 Capitalization/Punctuation/Usage: Use paragraph conventions, e.g., designated by indentation or block format, skipping lines between paragraphs.	
CC.8.L.1.b Form and use verbs in the active and passive voice.	CT.8.W.3 Capitalization/Punctuation/Usage: Use capitalization, punctuation, and usage rules from previous grades.	
CC.8.L.1.c Conventions of Standard English: Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	CT.8.W.3 Capitalization/Punctuation/Usage: Use capitalization, punctuation, and usage rules from previous grades.	
CC.8.L.1.d Recognize and correct inappropriate shifts in verb voice and mood.	CT.8.W.3 Capitalization/Punctuation/Usage: Use capitalization, punctuation, and usage rules from previous grades.	
CC.8.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	CT.8.W.1 Spelling: Use spelling rules and patterns from previous grades. CT.8.W.2 Spelling: Use multiple strategies to spell. Examples: - homophones, e.g., capital and capitol - affixes, e.g., dis-, ir-, -ist -ism - Greek and Latin roots, e.g., circus, spiral, vision - words from other languages, e.g., arena, buffet, souffle, lariat - frequently misspelled words, e.g., accommodation, cemetery, receive.	2:2-2.B.g (6-8) Attend to writing mechanics (capital letters, periods and question 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.

GRADE 8		
CCSS	CT Standards Match	ELL Framework Link
	<p>CT.8.W.3 Capitalization/Punctuation/Usage: Use capitalization, punctuation, and usage rules from previous grades.</p> <p>CT.8.W.4 Capitalization/Punctuation/Usage: Capitalizes the title of a specific course, e.g., History as opposed to history.</p> <p>CT.8.W.5 Capitalization/Punctuation/Usage: Use commas to enclose titles, e.g., Jennifer Longstreet, M.D., is a pediatrician.</p> <p>CT.8.W.6 Capitalization/Punctuation/Usage: Use commas for emphasis or clarity, e.g., What the teacher does, does affect students' learning.</p> <p>CT.8.W.7 Capitalization/Punctuation/Usage: Place commas and periods inside quotation marks.</p> <p>CT.8.W.8 Capitalization/Punctuation/Usage: Use apostrophes to form plurals of letters or numbers, e.g., know your ABC's.</p> <p>CT.8.W.9 Capitalization/Punctuation/Usage: Use apostrophes in possessive compound nouns, e.g., the mother-in-law's birthday.</p>	

GRADE 8		
CCSS	CT Standards Match	ELL Framework Link
	<p>CT.8.W.10 Capitalization/Punctuation/Usage: Use a colon between title and subtitle, e.g., Write Source 2000: A Guide to Thinking, Writing and Learning.</p> <p>CT.8.W.11 Capitalization/Punctuation/Usage: Uses slash (/) correctly, e.g., in a fraction; to show choice.</p>	
<p>CC.8.L.2.a Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p>	<p>CT.8.W.6 Capitalization/Punctuation/Usage: Use commas for emphasis or clarity, e.g., What the teacher does, does affect students' learning.</p>	<p>2:2-2.B.k (6-8) Attend to writing mechanics (punctuation and spelling).</p>
<p>CC.8.L.2.c Conventions of Standard English: Spell correctly.</p>	<p>CT.8.W.1 Spelling: Use spelling rules and patterns from previous grades.</p> <p>CT.8.W.2 Spelling: Use multiple strategies to spell. Examples: - homophones, e.g., capital and capitol - affixes, e.g., dis-, ir-, -ist -ism - Greek and Latin roots, e.g., circus, spiral, vision - words from other languages, e.g., arena, buffet, souffle, lariat - frequently misspelled words, e.g., accommodation, cemetery, receive.</p>	<p>2:2-2.B.k (6-8) Attend to writing mechanics (punctuation and spelling).</p>
Knowledge of Language		
<p>CC.8.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>CT.8.W.1 Spelling: Use spelling rules and patterns from previous grades.</p>	<p>2:2-1.B.m (6-8) Use formal language to negotiate and reach consensus.</p>

GRADE 8		
CCSS	CT Standards Match	ELL Framework Link
	<p>CT.8.W.2 Spelling: Use multiple strategies to spell. Examples: - homophones, e.g., capital and capitol - affixes, e.g., dis-, ir-, -ist -ism - Greek and Latin roots, e.g., circus, spiral, vision - words from other languages, e.g., arena, buffet, souffle, lariat - frequently misspelled words, e.g., accommodation, cemetery, receive</p> <p>CT.8.W.3 Capitalization/Punctuation/Usage: Use capitalization, punctuation, and usage rules from previous grades.</p> <p>CT.8.W.4 Capitalization/Punctuation/Usage: Capitalizes the title of a specific course, e.g., History 9a as opposed to history.</p> <p>CT.8.W.5 Capitalization/Punctuation/Usage: Use commas to enclose titles, e.g., Jennifer Longstreet, M.D., is a pediatrician.</p> <p>CT.8.W.6 Capitalization/Punctuation/Usage: Use commas for emphasis or clarity, e.g., What the teacher does, does affect students' learning.</p>	<p>2:2-1.C.b (6-8) Use basic language patterns accurately.</p> <p>2:2-1.C.g (6-8) Recognize and use complex syntax.</p> <p>2:2-1.C.h (6-8) Produce increasingly complex language.</p> <p>2:2-1.C.i (6-8) Communicate clearly and precisely.</p>

GRADE 8		
CCSS	CT Standards Match	ELL Framework Link
	<p>CT.8.W.7 Capitalization/Punctuation/Usage: Place commas and periods inside quotation marks.</p> <p>CT.8.W.8 Capitalization/Punctuation/Usage: Use apostrophes to form plurals of letters or numbers, e.g., know your ABC's.</p> <p>CT.8.W.9 Capitalization/Punctuation/Usage: Use apostrophes in possessive compound nouns, e.g., the mother-in-law's birthday.</p> <p>CT.8.W.10 Capitalization/Punctuation/Usage: Use a colon between title and subtitle, e.g., Write Source 2000: A Guide to Thinking, Writing and Learning.</p> <p>CT.8.W.11 Capitalization/Punctuation/Usage: Uses slash (/) correctly, e.g., in a fraction; to show choice.</p> <p>CT.8.W.12 Capitalization/Punctuation/Usage: Uses parallel construction when listing infinitive phrases, e.g., parallel: Bradley likes to run, dive, and ride horses; not parallel: Bradley likes to run, to dive, and ride a horse.</p>	

GRADE 8		
CCSS	CT Standards Match	ELL Framework Link
Vocabulary Acquisition and Use		
<p>CC.8.L.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p>	<p>CT.8.R.2 Reading Comprehension: Before and During Reading: Use cueing system and context clues to determine meanings of words.</p>	<p>2:2-2.A.c (6-8) Develop vocabulary.</p> <p>2:2-2.A.h (6-8) Recognize common word parts.</p> <p>2:2-2.A.j (6-8) Expand academic vocabulary.</p> <p>2:2-3.B.f (6-8) Use context to construct meaning.</p> <p>2:2-3.B.u (6-8) Use knowledge of common word parts to learn new words and aid in comprehension.</p>
<p>CC.8.L.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p>CT.8.R.2 Reading Comprehension: Before and During Reading: Use cueing system and context clues to determine meanings of words.</p>	<p>2:2-3.B.f (6-8) Use context to construct meaning.</p>
<p>CC.8.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.</p>	<p>CT.8.W.19 Writing Process: Edit: use multiple resources, e.g., dictionary, glossary, thesaurus, for proofreading and editing.</p>	<p>2:2-2.C.d (6-8) Consult print and non-print resources in the native language when needed.</p> <p>2:2-3.C.m (6-8) Use reference materials (dictionaries, thesauruses, grammar books).</p>

GRADE 8		
CCSS	CT Standards Match	ELL Framework Link
<p>CC.8.L.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>CT.7.W.19 Writing Process: Edit: use multiple resources, e.g., dictionary, glossary, thesaurus, for proofreading and editing.</p>	<p>2:2-2.C.d (6-8) Consult print and non-print resources in the native language when needed.</p> <p>2:2-3.B.f (6-8) Use context to construct meaning.</p> <p>2:2-3.C.m (6-8) Use reference materials (dictionaries, thesauruses, grammar books).</p>
<p>CC.8.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>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.</p>	<p>2:2-1.C.h (6-8) Produce increasingly complex language.</p> <p>2:2-2.A.z (6-8) Recognize the elements of an author’s craft including literary devices.</p> <p>3:3-1.B.a (6-8) Understand common idioms.</p> <p>3:3-1.B.c (6-8) Use common idioms.</p> <p>3:3-1.B.h (6-8) Use a variety of idioms appropriately in speech and writing.</p>

GRADE 8		
CCSS	CT Standards Match	ELL Framework Link
<p>CC.8.L.5.a Interpret figures of speech (e.g. verbal irony, puns) in context.</p>	<p>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.</p>	<p>2:2-2.A.s (6-8) Recognize and use literary terms.</p> <p>2:2-2.A.z (6-8) Recognize the elements of an author’s craft including literary devices.</p> <p>3:3-1.B.a (6-8) Understand common idioms.</p> <p>3:3-1.B.h (6-8) Use a variety of idioms appropriately in speech and writing.</p>
<p>CC.8.L.5.b Use the relationship between particular words to better understand each of the words.</p>	<p>CT.7.R.2 Reading Comprehension: Before and During Reading: Use cueing system and context clues to determine meanings of words.</p>	<p>2:2-3.B.f (6-8) Use context to construct meaning.</p>
<p>CC.8.L.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>	<p>CT.8.W.24 Writing Genres, Traits and Crafts: Descriptive: Write a piece selecting words for connotation and denotation, e.g., plump vs. fat, shack vs. house.</p>	
<p>CC.8.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>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.</p>	<p>2:2-2.A.c (6-8) Develop vocabulary.</p> <p>2:2-2.A.h (6-8) Recognize common word parts.</p> <p>2:2-2.A.j (6-8) Expand academic vocabulary.</p>