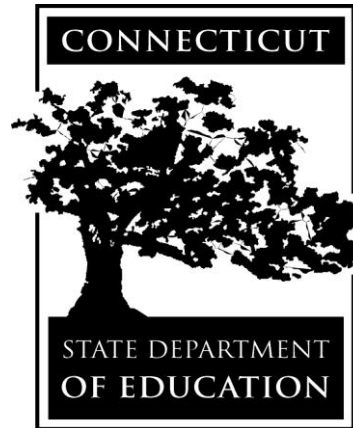


English Language Arts Crosswalk Common Core State Standards to Connecticut State Standards



Grades 9-10

GRADES 9 - 10		
CCSS	CT Standard Match	ELL Framework Link
READING STRAND: READING STANDARDS FOR LITERATURE		
Key Ideas and Details		
<p>CC.9-10.R.L.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>CT.9-12.1.1.e Draw conclusions and use evidence to substantiate them by using texts heard, read and viewed.</p> <p>CT.9-12.1.1.f Make and justify inferences from explicit and or implicit information</p> <p>CT.9-12.1.2.d Make, support and defend judgments about texts.</p> <p>CT.9-12.2.2.b Develop a critical stance and cite evidence to support the stance.</p> <p>CT.9-12.1.2.b Interpret information that is implied in a text.</p> <p>CT.9-12.1.1.f Make and justify inferences from explicit and or implicit information.</p> <p>CT.9-12.1.2.b Interpret information that is implied in a text.</p>	<p>2:2-2.A.n (9-12) Select and organize relevant information.</p> <p>2:2-2.A.v (9-12) Analyze, synthesize and construct meaning from text.</p> <p>2:2-2.A.y (9-12) Interpret and respond to text.</p> <p>2:2-3.B.k (9-12) Make inferences from explicit information.</p> <p>2:2-3.B.s (9-12) Make inferences from implicit information.</p>
<p>C.9-10.R.L.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p>CT.9-12.1.1.c Select and organize relevant information from text to summarize.</p> <p>CT.9-12.1.2.d Make, support and defend judgments about texts.</p>	<p>2:2-2.A.k (9-12) Identify main idea and supporting details.</p> <p>2:2-2.A.n(9-12) Select and organize relevant information.</p>

GRADES 9 - 10

CCSS	CT Standard Match	ELL Framework Link
	<p>CT.9-12.1.2.f Identify and discuss the underlying theme or main idea in texts.</p> <p>CT.9-12.2.3.b Compare/contrast and evaluate ideas, themes and/or issues across classical and contemporary texts.</p> <p>CT.9-12.2.4.d Analyze and evaluate themes and connections that cross cultures.</p> <p>CT.6.R.11 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>2:2-3.B.f (9-12) Use context to construct meaning.</p> <p>2:2-3.B.m (9-12) Identify main idea.</p> <p>2:2-3.B.o (9-12) Summarize the text.</p>
<p>CC.9-10.R.L.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	<p>CT.9-12.1.2.b Interpret information that is implied in a text.</p> <p>CT.9-12.2.3.a Discuss, analyze and evaluate how characters deal with the diversity of human experience and conflict.</p> <p>CT.8.R.6 Interpret how situations, actions and other characters influence a character's personality and development.</p>	<p>2:2-2A.z (9-12) Recognize the elements of an author's craft including literary devices.</p>

GRADES 9 - 10**CCSS****CT Standard Match****ELL Framework Link****Craft and Structure****CC.9-10.R.L.4**

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

CT.9-12.1.3.a

Use phonetic, structural, syntactical and contextual clues to read and understand words.

CT.9-12.1.3.c

Analyze the meaning of words and phrases in context.

CT.9-12.2.1.d

Analyze literary conventions and devices an author uses and how they contribute meaning and appeal.

CT.9-12.2.4.f

Evaluate the effectiveness of the choices that authors, illustrators and filmmakers make to express political and social issues.

CT.9-12.1.2.b

Interpret information that is implied in a text.

CT.9-12.1.3.c

Analyze the meaning of words and phrases in context.

CT.9-12.4.2.b

Evaluate the impact of language as related to audience and purpose.

CT.9-12.2.1.c

Explain and explore their own and others' aesthetic reactions to texts.

2:2-2.A.j (9-12)

Expand academic vocabulary.

2:2-2.A.s (9-12)

Recognize and use literacy terms.

2:2-3.B.f (9-12)

Use context to construct meaning.

2:2-3.B.k (9-12)

Make inferences from explicit information.

2:2-3.B.s (9-12)

Make inferences from implicit information.

GRADES 9 - 10

CCSS	CT Standard Match	ELL Framework Link
<p>CC.9-10.R.L.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>	<p>CT.9-12.1.1.d Identify, use and analyze text structures.</p> <p>CT.9-12.2.1.b Identify and analyze the differences between the structures of fiction and nonfiction.</p>	<p>2:2-2.A.n (9-12) Select and organize relevant information.</p> <p>2:2-2.A.v (9-12) Analyze, synthesize and construct meaning from text.</p> <p>2:2-2.A.x (9-12) Go beyond the text to enhance meaning.</p> <p>2:2-2.A.z (9-12) Recognize the elements of an author’s craft including literary devices.</p> <p>2:2-3.B.f (9-12) Use context to construct meaning.</p>
<p>CC.9-10.R.L.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	<p>CT.9-12.2.4.b Discuss how the experiences of an author influence the text.</p> <p>CT.9-12.2.4.a Analyze and evaluate the basic beliefs, perspectives and assumptions underlying an author's work.</p> <p>CT.9-12.2.4.d Analyze and evaluate themes and connections that cross cultures.</p> <p>CT.9-12.2.4.e Interpret, analyze and evaluate the influence of culture, history and ethnicity on themes and issues in literature.</p>	<p>2:2-2.A.t (9-12) Interpret text.</p> <p>2:2-2.A.v (9-12) Analyze, synthesize and construct meaning from text.</p>

GRADES 9 - 10		
CCSS	CT Standard Match	ELL Framework Link
	<p>CT.9-12.2.4.f Evaluate the effectiveness of the choices that authors, illustrators and filmmakers make to express political and social issues.</p> <p>CT.9-12.2.3.b Compare/contrast and evaluate ideas, themes and/or issues across classical and contemporary texts.</p> <p>CT.9-12.2.3.c Create responses to texts and examine each work's contributions to an understanding of human experience across cultures.</p>	
Integration of Knowledge and Ideas		
<p>CC.9-10.R.L.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).</p>	<p>CT.9-12.2.2.b Develop a critical stance and cite evidence to support the stance.</p> <p>CT.9-12.2.3.b Compare/contrast and evaluate ideas, themes and/or issues across classical and contemporary texts.</p> <p>CT.8.R.4 Generalize about universal themes, human nature, cultural and historical perspectives from reading multiple texts.</p>	<p>2:2-2.A.i (9-12) Explore a variety of genre.</p> <p>2:2-2.A.v (9-12) Analyze, synthesize and construct meaning from text.</p> <p>2:2-2.A.x (9-12) Go beyond the text to enhance meaning.</p> <p>2:2-3.B.c (9-12) Make inferences from visuals.</p> <p>2:2-3.B.j (9-12) Visualize images suggested by the text.</p>

GRADES 9 - 10		
CCSS	CT Standard Match	ELL Framework Link
CC.9-10.R.L.8 (Not applicable to literature.)		
CC.9-10.R.L.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	CT.9-12.2.4.e Interpret, analyze and evaluate the influence of culture, history and ethnicity on themes and issues in literature.	2:2-2.A.d (9-12) Expand knowledge of content. 2:2-2.A.e (9-12) Connect prior knowledge to new information. 2:2-2.A.v (9-12) Analyze, synthesize and construct meaning from text. 2:2-3.B.i (9-12) Make text-to-text, text-to-text and text-to-world connections.
Range of Reading and level of Text Complexity		
CC.9-10.R.L.10 By the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the Grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 9–10 text complexity band independently and proficiently.	CT.9-12.1.2.g Choose a variety of genres to read for personal enjoyment. CT.9-12.1.1.a Activate prior knowledge, establish purposes for reading and adjust the purposes while reading. CT.9-12.1.1.b Determine and apply the most effective means of monitoring comprehension and apply the appropriate strategies.	2:2-2.A.i (9-12) Explore a variety of genre. 2:2-2.A.r (9-12) Increase fluency.

GRADES 9 - 10		
CCSS	CT Standard Match	ELL Framework Link
READING STRAND: READING STANDARDS FOR INFORMATIONAL TEXT		
Key Ideas and Details		
<p>CC.9-10.R.I.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>CT.9-12.1.1.e Draw conclusions and use evidence to substantiate them by using texts heard, read and viewed.</p> <p>CT.9-12.1.1.f Make and justify inferences from explicit and or implicit information.</p> <p>CT.9-12.2.2.b Develop a critical stance and cite evidence to support the stance.</p> <p>CT.9-12.1.2.d Make, support and defend judgments about texts.</p> <p>CT.9-12.1.2.b Interpret information that is implied in a text.</p>	<p>2:2-2.A.n (9-12) Select and organize relevant information.</p> <p>2:2-2.A.y (9-12) Interpret and respond to text.</p> <p>2:2-3.B.k (9-12) Make inferences from explicit information.</p> <p>2:2-3.B.s (9-12) Make inferences from implicit information.</p> <p>2:2-3.B.v (9-12) Support interpretation with evidence from text.</p>
<p>CC.9-10.R.I.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p>CT.9-12.2.3.b Compare/contrast and evaluate ideas, themes and/or issues across classical and contemporary texts.</p> <p>CT.9-12.1.2.f Identify and discuss the underlying theme or main idea in texts.</p> <p>CT.9-12.1.2.d Make, support and defend judgments about texts.</p>	<p>2:2-2.A.k (9-12) Identify main idea and supporting details.</p> <p>2:2-2.A.l (9-12) Read a story represent the sequence of events through pictures, words, music or drama.</p> <p>2:2-2.A.n (9-12) Select and organize relevant information.</p> <p>2:2-2.A.v (9-12) Analyze, synthesize and construct meaning from text.</p>

GRADES 9 - 10		
CCSS	CT Standard Match	ELL Framework Link
	CT.9-12.1.1.c Select and organize relevant information from text to summarize.	2:2-3.B.o (9-12) Summarize the text.
CC.9-10.R.I.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	CT.9-12.1.1.d Identify, use and analyze text structures.	2:2-2.A.k (9-12) Identify main idea and supporting details. 2:2-2.A.l (9-12) Read a story represent the sequence of events through pictures, words, music or drama. 2:2-2.A.v (9-12) Analyze, synthesize and construct meaning from text. 2:2-2.A.z (9-12) Recognize the elements of an author’s craft including literary devices. 2:2-3.B.k (9-12) Make inferences from explicit information.
Craft and Structure		
CC.9-10.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 cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	CT.9-12.2.4.f Evaluate the effectiveness of the choices that authors, illustrators and filmmakers make to express political and social issues. CT.9-12.1.3.c Analyze the meaning of words and phrases in context.	2:2-2.A.h (9-12) Recognize common word parts. 2:2-2.A.j (9-12) Expand academic vocabulary.

GRADES 9 - 10

CCSS	CT Standard Match	ELL Framework Link
	<p>CT.9-12.1.3.a Use phonetic, structural, syntactical and contextual clues to read and understand words.</p> <p>CT.9-12.2.1.d Analyze literary conventions and devices an author uses and how they contribute meaning and appeal.</p>	<p>2:2-2.A.v (9-12) Analyze, synthesize and construct meaning from text.</p> <p>2:2-2.A.z (9-12) Recognize the elements of an author’s craft including literary devices.</p> <p>2:2-3.B.u (9-12) Use knowledge of common words and aid in comprehension.</p>
<p>CC.9-10.R.I.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>	<p>CT.9-12.1.1.d Identify, use and analyze text structures.</p>	<p>2:2-2.A.w (9-12) Critique and evaluate text.</p> <p>2:2-2.A.y (9-12) Interpret and respond to text.</p>
<p>CC.9-10.R.I.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p>CT.9-12.1.2.d Make, support and defend judgments about texts.</p> <p>CT.9-12.2.4.a Analyze and evaluate the basic beliefs, perspectives and assumptions underlying an author's work.</p> <p>CT.9-12.2.4.f Evaluate the effectiveness of the choices that authors, illustrators and filmmakers make to express political and social issues.</p> <p>CT.9-12.1.2.b Interpret information that is implied in a text.</p>	<p>2:2-2.A.z (9-12) Recognize the elements of an author’s craft including literary devices.</p> <p>2:2-3.B.k (9-12) Make inferences from explicit information.</p> <p>2:2-3.B.s (9-12) Make inferences from implicit information.</p>

GRADES 9 - 10		
CCSS	CT Standard Match	ELL Framework Link
	CT.9-12.1.1.f Make and justify inferences from explicit and or implicit information.	
Integration of Knowledge and Ideas		
CC.9-10.R.I.7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.		2:2-2.A.i (9-12) Explore a variety of genre. 2:2-2.A.n (9-12) Select and organize relevant information. 2:2-2.A.t (9-12) Interpret text. 2:2-2.A.x (9-12) Go beyond the text to enhance meaning. 2:2-3.B.c (9-12) Make inferences from visuals.
CC.9-10.R.I.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	CT.9-12.1.2.c Distinguish between fact and opinion. CT.9-12.3.2.e Evaluate the validity of primary and secondary sources of information to authenticate research. CT.9-12.2.4.a Analyze and evaluate the basic beliefs, perspectives and assumptions underlying an author's work. CT.9-12.2.4.b Discuss how the experiences of an author influence the text.	2:2-2.A.t (9-12) Interpret text. 2:2-2.A.v (9-12) Analyze, synthesize and construct meaning from text. 2:2-2.A.w (9-12) Critique and evaluate text. 2:2-3.B.k (9-12) Make inferences from explicit information.

GRADES 9 - 10

CCSS	CT Standard Match	ELL Framework Link
<p>CC.9-10.R.I.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p>	<p>CT.9-12.1.2.c Distinguish between fact and opinion.</p> <p>CT.9-12.2.4.a Analyze and evaluate the basic beliefs, perspectives and assumptions underlying an author's work.</p> <p>CT.9-12.2.4.b Discuss how the experiences of an author influence the text.</p> <p>CT.9-12.2.3.b Compare/contrast and evaluate ideas, themes and/or issues across classical and contemporary texts.</p>	<p>2:2-2.A.t (9-12) Interpret text.</p> <p>2:2-2.A.v (9-12) Analyze, synthesize and construct meaning from text.</p> <p>2:2-3.B.f (9-12) Use context to construct meaning.</p> <p>2:2-3.B.i (9-12) Make text-to-text, text-to-text and text-to-world connections.</p>

Range of Reading and Level of Text Complexity

<p>CC.9-10.R.I.10 By the end of Grade 9, read and comprehend literary nonfiction in the Grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 10, read and comprehend literary nonfiction at the high end of the Grades 9–10 text complexity band independently and proficiently.</p>	<p>CT.9-12.1.2.g Choose a variety of genres to read for personal enjoyment.</p> <p>CT.9-12.1.1.a Activate prior knowledge, establish purposes for reading and adjust the purposes while reading.</p> <p>CT.9-12.1.1.b Determine and apply the most effective means of monitoring comprehension and apply the appropriate strategies.</p>	<p>2:2-2.A.d (9-12) Expand knowledge of content.</p> <p>2:2-2.A.i (9-12) Explore a variety of genre.</p> <p>2:2-2.A.j (9-12) Expand academic vocabulary.</p> <p>2:2-2.A.r (9-12) Increase fluency.</p> <p>2:2-3.B.t (9-12) Monitor comprehension while reading and self-correct.</p>
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GRADES 9 – 10

CCSS	CT Standard Match	ELL Framework Link
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WRITING STRAND: WRITING STANDARDS

Text Types and Proposes

<p>CC.9-10.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>CT.9-12.3.1.c Use the appropriate features of persuasive, narrative, expository or poetic writing.</p> <p>CT.9-12.3.2.a Determine purpose, point of view and audience, and choose an appropriate written, oral or visual format.</p> <p>CT.9-12.3.2.d Research information from multiple sources for a specific purpose.</p> <p>CT.9-12.3.2.e Evaluate the validity of primary and secondary sources of information to authenticate research.</p>	<p>2:2-2.B.1 (9-12) Develop clear ideas with supporting details and evidence.</p> <p>2:2-2.B.q (9-12) Write expository and persuasive essays.</p> <p>2:2-2.C.m (9-12) Document and justify ideas using evidence from text.</p> <p>2:2-3.C.p (9-12) Use elaboration and specific details.</p> <p>2:2-3.C.r (9-12) Use the conventions of persuasion.</p>
<p>CC.9-10.W.1.a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p>	<p>CT.9-12.3.1.c Use the appropriate features of persuasive, narrative, expository or poetic writing.</p> <p>CT.9-12.3.2.a Determine purpose, point of view and audience, and choose an appropriate written, oral or visual format.</p> <p>CT.9-12.3.2.d Research information from multiple sources for a specific purpose.</p>	<p>2:2-2.B.1 (9-12) Develop clear ideas with supporting details and evidence.</p> <p>2:2-2.B.q (9-12) Write expository and persuasive essays.</p> <p>2:2-2.C.m (9-12) Document and justify ideas using evidence from text.</p>

GRADES 9 – 10

CCSS	CT Standard Match	ELL Framework Link
	<p>CT.9-12.3.2.e Evaluate the validity of primary and secondary sources of information to authenticate research.</p> <p>CT.9-12.1.4.a Respond to the ideas of others and recognize the validity of differing views.</p>	<p>2:2-3.C.p (9-12) Use elaboration and specific details.</p> <p>2:2-3.C.r (9-12) Use the conventions of persuasion.</p>
<p>CC.9-10.W.1.b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p>	<p>CT.9-12.1.4.a Respond to the ideas of others and recognize the validity of differing views.</p> <p>CT.9-12.3.1.c Use the appropriate features of persuasive, narrative, expository or poetic writing.</p> <p>CT.9-12.3.2.a Determine purpose, point of view and audience, and choose an appropriate written, oral or visual format.</p> <p>CT.9-12.3.2.d Research information from multiple sources for a specific purpose.</p> <p>CT.9-12.3.2.e Evaluate the validity of primary and secondary sources of information to authenticate research.</p> <p>CT.9-12.3.2.b Apply the most effective processes to create and present a written, oral or visual piece.</p>	<p>2:2-2.B.l (9-12) Develop clear ideas with supporting details and evidence.</p> <p>2:2-2.B.o (9-12) Write for a purpose, considering the audience.</p> <p>2:2-2.B.q (9-12) Write expository and persuasive essays.</p> <p>2:2-2.C.m (9-12) Document and justify ideas using evidence from text.</p> <p>2:2-3.C.p (9-12) Use elaboration and specific details.</p>

GRADES 9 – 10

CCSS	CT Standard Match	ELL Framework Link
CC.9-10.W.1.c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	CT.9-12.3.2.c Revise texts for organization, elaboration, fluency and clarity. 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. CT.9-12.3.2.a Determine purpose, point of view and audience, and choose an appropriate written, oral or visual format. CT.9-12.3.1.c Use the appropriate features of persuasive, narrative, expository or poetic writing. CT.9-12.1.4.a Respond to the ideas of others and recognize the validity of differing views. CT.9-12.3.2.a Determine purpose, point of view and audience, and choose an appropriate written, oral or visual format. CT.9-12.4.3.b Demonstrate proficient use of proper mechanics, usage and spelling skills.	2:2-2.B.p (9-12) Use linguistic transitional elements (first, next, then). 2:2-2.C.m (9-12) Document and justify ideas using evidence from text.

GRADES 9 – 10

CCSS	CT Standard Match	ELL Framework Link
	<p>CT.9-12.3.2.c Revise texts for organization, elaboration, fluency and clarity.</p>	
<p>CC.9-10.W.1.d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<p>CT.9-12.3.2.c Revise texts for organization, elaboration, fluency and clarity.</p> <p>CT.9-12.4.3.a Recognize the difference between standard and nonstandard English and use language appropriately.</p> <p>CT.9-12.4.2.a Use sentence patterns typical of spoken and written language to produce text.</p> <p>CT.9-12.4.2.b Evaluate the impact of language as related to audience and purpose.</p> <p>CT.9-12.4.3.b Demonstrate proficient use of proper mechanics, usage and spelling skills.</p> <p>CT.9-12.3.1.c Use the appropriate features of persuasive, narrative, expository or poetic writing.</p> <p>CT.9-12.3.2.a Determine purpose, point of view and audience, and choose an appropriate written, oral or visual format.</p>	<p>2:2-2.B.m (9-12) Adjust language, as appropriate, to audience, purpose and task.</p> <p>2:2-2.B.o (9-12) Write for a purpose, considering the audience.</p> <p>2.3-1.A.m (9-12) Evaluate and adjust effectiveness of communication.</p> <p>2.3-1.A.n (9-12) Recognize and apply the style of speech appropriate to a given situation.</p> <p>2.3-1.A.q (9-12) Use appropriate language for written business and social transactions.</p>

GRADES 9 – 10

CCSS	CT Standard Match	ELL Framework Link
CC.9-10.W.1.e Provide a concluding statement or section that follows from and supports the argument presented.	CT.9-12.3.2.c Revise texts for organization, elaboration, fluency and clarity. CT.9-12.3.1.c Use the appropriate features of persuasive, narrative, expository or poetic writing.	2:2-2.B.l (9-12) Develop clear ideas with supporting details and evidence. 2:2-2.B.q (9-12) Write expository and persuasive essays. 2:2-3.C.p (9-12) Use elaboration and specific details. 2:2-3.C.r (9-12) Use the conventions of persuasion.
CC.9-10.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	CT.9-12.3.1.c Use the appropriate features of persuasive, narrative, expository or poetic writing. CT.9-12.3.2.d Research information from multiple sources for a specific purpose.	2:2-2.B.l (9-12) Develop clear ideas with supporting details and evidence. 2:2-2.B.q (9-12) Write expository and persuasive essays. 2:2-2.C.m (9-12) Document and justify ideas using evidence from text. 2:2-3.C.p (9-12) Use elaboration and specific details. 2:2-3.C.q (9-12) Use sequencing.

GRADES 9 – 10

CCSS	CT Standard Match	ELL Framework Link
CC.9-10.W.2.a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	CT.9-12.3.2.a Determine purpose, point of view and audience, and choose an appropriate written, oral or visual format. CT.9-12.3.2.b Apply the most effective processes to create and present a written, oral or visual piece. CT.9-12.3.2.c Revise texts for organization, elaboration, fluency and clarity. CT.9-12.3.2.f Publish and/or present final products in a myriad of ways, including the use of the arts and technology.	2:2-2.B.l (9-12) Develop clear ideas with supporting details and evidence. 2:2-3.C.k (9-12) Use technology to enhance writing. 2:2-3.C.p (9-12) Use elaboration and specific details.
CC.9-10.W.2.b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.	CT.9-12.3.1.c Use the appropriate features of persuasive, narrative, expository or poetic writing. CT.9-12.3.2.d Research information from multiple sources for a specific purpose. CT.9-12.3.2.a Determine purpose, point of view and audience, and choose an appropriate written, oral or visual format.	2:2-2.B.l (9-12) Develop clear ideas with supporting details and evidence. 2:2-2.B.m (9-12) Adjust language, as appropriate, to audience, purpose and task. 2:2-2.C.l (9-12) Draw conclusions from selected sources. 2:2-2.C.m (9-12) Document and justify ideas using evidence from text.

GRADES 9 – 10

CCSS	CT Standard Match	ELL Framework Link
		2:2-3.C.p (9-12) Use elaboration and specific details.
CC.9-10.W.2.c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	CT.9-12.3.2.c Revise texts for organization, elaboration, fluency and clarity.	2:2-2.B.l (9-12) Develop clear ideas with supporting details and evidence. 2:2-2.B.p (9-12) Use linguistic transitional elements (first, next, then). 2:2-3.C.p (9-12) Use elaboration and specific details. 2:2-3.C.q (9-12) Use sequencing.
CC.9-10.W.2.d Use precise language and domain-specific vocabulary to manage the complexity of the topic.	CT.9-12.1.3.e Use content vocabulary appropriately and accurately (math, music, science, social studies, etc.). CT.9-12.4.2.a Use sentence patterns typical of spoken and written language to produce text.	2:2-2.A.j (9-12) Expand academic vocabulary. 2:2-2.B.m (9-12) Adjust language, as appropriate, to audience, purpose and task. 2:2-3.C.m (9-12) Use reference materials (dictionaries, thesauruses, grammar books.)

GRADES 9 – 10

CCSS	CT Standard Match	ELL Framework Link
		2:2-3.C.o (9-12) Develop idea banks (journals, clippings, pictures, lists of books, films).
CC.9-10.W.2.e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	CT.9-12.4.3.a Recognize the difference between standard and nonstandard English and use language appropriately. CT.9-12.4.3.b Demonstrate proficient use of proper mechanics, usage and spelling skills. CT.9-12.4.2.a Use sentence patterns typical of spoken and written language to produce text. CT.9-12.4.2.b Evaluate the impact of language as related to audience and purpose. CT.9-12.3.2.a Determine purpose, point of view and audience, and choose an appropriate written, oral or visual format. CT.9-12.3.1.c Use the appropriate features of persuasive, narrative, expository or poetic writing.	2:2-2.B.m (9-12) Adjust language, as appropriate, to audience, purpose and task. 2:2-2.B.o (9-12) Write for a purpose, considering the audience. 3:3-1.A.n (9-12) Recognize and apply the style of speech appropriate to a given situation. 3:3-1.A.p (9-12) Understand cultural factors that affect meaning.

GRADES 9 – 10

CCSS	CT Standard Match	ELL Framework Link
CC.9-10.W.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	CT.9-12.3.1.c Use the appropriate features of persuasive, narrative, expository or poetic writing.	2:2-2.B.l (9-12) Develop clear ideas with supporting details and evidence. 2:2-2.B.q (9-12) Write expository and persuasive essays. 2:2-3.C.p (9-12) Use elaboration and specific details. 2:2-3.C.r (9-12) Use the conventions of persuasion.
CC.9-10.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	CT.9-12.3.1.c Use the appropriate features of persuasive, narrative, expository or poetic writing. CT.9-12.3.1.d Write to delight in the imagination.	2:2-2.B.i (9-12) Write a narrative. 2:2-2.B.l (9-12) Develop clear ideas with supporting details and evidence. 2:2-2.B.p (9-12) Use linguistic transitional elements (first, next, then). 2:2-3.C.p (9-12) Use elaboration and specific details. 2:2-3.C.q (9-12) Use sequencing.

GRADES 9 – 10

CCSS	CT Standard Match	ELL Framework Link
<p>CC.9-10.W.3.a Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p>	<p>CT.9-12.3.1.c Use the appropriate features of persuasive, narrative, expository or poetic writing.</p> <p>CT.9-12.3.1.d Write to delight in the imagination.</p> <p>CT.9-12.3.2.b Apply the most effective processes to create and present a written, oral or visual piece.</p>	<p>2:2-2.B.i (9-12) Write a narrative.</p> <p>2:2-2.B.l (9-12) Develop clear ideas with supporting details and evidence.</p> <p>2:2-2.B.p (9-12) Use linguistic transitional elements (first, next, then).</p> <p>2:2-3.C.p (9-12) Use elaboration and specific details.</p> <p>2:2-3.C.q (9-12) Use sequencing.</p>
<p>CC.9-10.W.3.b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p>	<p>CT.9-12.3.1.c Use the appropriate features of persuasive, narrative, expository or poetic writing.</p> <p>CT.9-12.3.1.d Write to delight in the imagination.</p>	<p>2:2-2.B.i (9-12) Write a narrative.</p> <p>2:2-2.B.l (9-12) Develop clear ideas with supporting details and evidence.</p> <p>2:2-2.B.q (9-12) Write expository and persuasive essays.</p> <p>2:2-3.C.p (9-12) Use elaboration and specific details.</p> <p>2:2-3.C.q (9-12) Use sequencing.</p>

GRADES 9 – 10

CCSS	CT Standard Match	ELL Framework Link
CC.9-10.W.3.c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	CT.9-12.3.1.c Use the appropriate features of persuasive, narrative, expository or poetic writing.	2:2-2.B.p (9-12) Use linguistic transitional elements (first, next, then). 2:2-2.B.q (9-12) Write expository and persuasive essays. 2:2-3.C.q (9-12) Use sequencing.
CC.9-10.W.3.d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	CT.9-12.3.1.c Use the appropriate features of persuasive, narrative, expository or poetic writing. CT.9-12.3.1.d Write to delight in the imagination.	2:2-2.B.l (9-12) Develop clear ideas with supporting details and evidence. 2:2-3.C.p (9-12) Use elaboration and specific details. 2:2-3.C.q (9-12) Use sequencing.
CC.9-10.W.3.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	CT.9-12.3.1.c Use the appropriate features of persuasive, narrative, expository or poetic writing.	2:2-2.B.i (9-12) Write a narrative. 2:2-2.B.l (9-12) Develop clear ideas with supporting details and evidence. 2:2-3.C.p (9-12) Use elaboration and specific details.

GRADES 9 – 10

CCSS	CT Standard Match	ELL Framework Link
Production and Distribution of Writing		
<p>CC.9-10.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.9-12.3.1.c Use the appropriate features of persuasive, narrative, expository or poetic writing.</p> <p>CT.9-12.3.2.a Determine purpose, point of view and audience, and choose an appropriate written, oral or visual format.</p> <p>CT.9-12.3.2.c Revise texts for organization, elaboration, fluency and clarity.</p> <p>CT.9-12.3.2.d Research information from multiple sources for a specific purpose.</p> <p>CT.9-12.3.2.e Evaluate the validity of primary and secondary sources of information to authenticate research.</p> <p>CT.9-12.3.2.f Publish and/or present final products in a myriad of ways, including the use of the arts and technology.</p>	<p>2:2-2.B.l (9-12) Develop clear ideas with supporting details and evidence.</p> <p>2:2-2.B.m (9-12) Adjust language, as appropriate, to audience, purpose and task.</p> <p>2:2-2.B.o (9-12) Write for a purpose, considering the audience.</p> <p>2:2-1.C.i (9-12) Communicate clearly and precisely.</p> <p>2:2-3.C.p (9-12) Use elaboration and specific details.</p>
<p>CC.9-10.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including Grades 9-10 page 55.)</p>	<p>CT.9-12.3.2.a Determine purpose, point of view and audience, and choose an appropriate written, oral or visual format.</p> <p>CT.9-12.3.2.c Revise texts for organization, elaboration, fluency and clarity.</p>	<p>2:2-2.B.d (9-12) Engage in effective pre-writing activities (brainstorming, discussing, graphic organizers, etc.).</p> <p>2:2-2.B.n (9-12) Revise, expand and edit a draft with peer input.</p>

GRADES 9 – 10

CCSS	CT Standard Match	ELL Framework Link
	<p>CT.9-12.4.3.c Use resources for proofreading and editing.</p>	<p>2:2-2.B.o (9-12) Write for a purpose, considering the audience.</p> <p>2:2-3.C.i (9-12) Engage in discussion with peers.</p> <p>2:2-3.C.j (9-12) Use graphic organizers to plan writing.</p>
<p>CC.9-10.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>	<p>CT.9-12.3.2.f Publish and/or present final products in a myriad of ways, including the use of the arts and technology.</p>	<p>2:2-2.B.h (9-12) Publish and share final products.</p> <p>2:2-3.C.k (9-12) Use technology to enhance writing.</p>
Research to Build and Present Knowledge		
<p>CC.9-10.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>CT.9-12.3.2.d Research information from multiple sources for a specific purpose.</p> <p>CT.9-12.3.2.e Evaluate the validity of primary and secondary sources of information to authenticate research.</p>	<p>2:2-2.C.a (9-12) Generate questions for gathering data.</p> <p>2:2-2.C.b (9-12) Observe and record information.</p> <p>2:2-2.C.e (9-12) Use available technology to gather information.</p> <p>2:2-2.C.g (9-12) Select and organize information from appropriate sources for a specific purpose.</p> <p>2:2-2.C.l (9-12) Draw conclusions from selected sources.</p>

GRADES 9 – 10

CCSS	CT Standard Match	ELL Framework Link
CC.9-10.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	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 (9-12) Observe and record information. 2:2-2.C.e (9-12) Use technology to gather information. 2:2-2.C.g (9-12) Select and organize information from appropriate sources for a specific purpose. 2:2-2.C.k (9-12) Locate and research information on academic topics from multiple sources. 2:2-2.C.l (9-12) Draw conclusions from selected sources.
CC.9-10.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	CT.9-12.1.1.e Draw conclusions and use evidence to substantiate them by using texts heard, read and viewed. CT.9-12.3.2.e Evaluate the validity of primary and secondary sources of information to authenticate research. CT.9-12.2.2.b Develop a critical stance and cite evidence to support the stance. CT.9-12.2.3.c Create responses to texts and examine each work's contributions to an understanding of human experience across cultures.	2:2-2.B.l (9-12) Develop clear ideas with supporting details and evidence. 2:2-2.C.g (9-12) Select and organize information from appropriate sources for a specific purpose. 2:2-2.C.k (9-12) Locate and research information on academic topics from multiple sources. 2:2-2.C.l (9-12) Draw conclusions from selected sources.

GRADES 9 – 10

CCSS	CT Standard Match	ELL Framework Link
	<p>CT.9-12.3.2.d Research information from multiple sources for a specific purpose.</p>	<p>2:2-2.C.m (9-12) Document and justify ideas using evidence from text.</p>
<p>CC.9-10.W.9.a Apply Grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p>	<p>CT.9-12.2.3.b Compare/contrast and evaluate ideas, themes and/or issues across classical and contemporary texts.</p> <p>CT.9-12.2.3.c Create responses to texts and examine each work's contributions to an understanding of human experience across cultures.</p> <p>CT.9-12.2.2.b Develop a critical stance and cite evidence to support the stance.</p>	
<p>CC.9-10.W.9.b Apply Grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>	<p>CT.9-12.2.4.f Evaluate the effectiveness of the choices that authors, illustrators and filmmakers make to express political and social issues.</p> <p>CT.9-12.3.2.e Evaluate the validity of primary and secondary sources of information to authenticate research.</p>	
Range of Writing		
<p>CC.9-10.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>		<p>2:2-2.B.o (9-12) Write for a purpose considering the audience.</p> <p>2:2-2.C.k (9-12) Locate and research information on academic topics from multiple sources.</p>

GRADES 9 – 10

CCSS	CT Standard Match	ELL Framework Link
		2:2-3.A.g (9-12) Develop independent study skills.

GRADES 9 - 10		
CCSS	CT Standards Match	ELL Framework Link
SPEAKING AND LISTENING STRAND: SPEAKING AND LISTENING STANDARDS		
Comprehension and Collaboration		
<p>CC.9-10.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p>CT.9-12.1.2.a Generate and respond to questions.</p> <p>CT.9-12.1.4.a Respond to the ideas of others and recognize the validity of differing views.</p> <p>CT.9-12.1.4.b Persuade listeners about understandings and judgments of works read, written and viewed.</p> <p>CT.9-12.1.2.e Discuss and respond to texts by making text-to-self, text-to-text and text-to-world connections.</p>	<p>2:2-1.B.a (9-12) Participate in full-class, group and paired activities.</p> <p>2:2-1.B.f (9-12) Respond to basic feedback appropriately.</p> <p>2:2-1.B.h (9-12) Express and defend opinions.</p> <p>2:2-1.B.l (9-12) Question the opinions of others and respect answers.</p> <p>2:2-1.B.r (9-12) Elaborate on and extend the idea of others.</p>
<p>CC.9-10.SL.1.a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>		
<p>CC.9-10.SL.1.b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p>		<p>2:2-1.B.e (9-12) Listen to and respect the opinions of others.</p> <p>2:2-1.B.k (9-12) Distinguish among cooperative roles.</p>

GRADES 9 - 10

CCSS	CT Standards Match	ELL Framework Link
		<p>2:2-1.B.m (9-12) Use formal language to negotiate and reach consensus.</p>
<p>CC.9-10.SL.1.c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>	<p>CT.9-12.1.2.a Generate and respond to questions.</p> <p>CT.9-12.1.4.b Persuade listeners about understandings and judgments of works read, written and viewed.</p> <p>CT.9-12.1.4.a Respond to the ideas of others and recognize the validity of differing views.</p>	<p>2:2-1.B.h (9-12) Express and defend opinions.</p> <p>2:2-1.B.l (9-12) Question the opinions of others and respect answers.</p> <p>2:2-1.B.o (9-12) Distinguish fact from opinion during discussion.</p>
<p>CC.9-10.SL.1.d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p>CT.9-12.1.4.a Respond to the ideas of others and recognize the validity of differing views.</p> <p>CT.9-12.1.4.b Persuade listeners about understandings and judgments of works read, written and viewed.</p>	<p>2:2-1.B.e (9-12) Listen to and respect the opinions of others.</p> <p>2:2-1.B.h (9-12) Express and defend opinions.</p> <p>2:2-1.B.r (9-12) Elaborate on and extend the idea of others.</p>
<p>CC.9-10.SL.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p>CT.9-12.3.2.d Research information from multiple sources for a specific purpose.</p> <p>CT.9-12.3.2.e Evaluate the validity of primary and secondary sources of information to authenticate research.</p>	<p>2:2-1.B.s (9-12) Evaluate information for relevancy.</p> <p>2:2-2.C.c (9-12) Use appropriate visual, print and auditory sources.</p> <p>2:2-2.C.f (9-12) Raise additional questions generated by research.</p>

GRADES 9 - 10		
CCSS	CT Standards Match	ELL Framework Link
		2:2-2.C.1 (9-12) Draw conclusions from selected sources.
CC.9-10.SL.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	CT.9-12.3.2.e Evaluate the validity of primary and secondary sources of information to authenticate research. CT.9-12.1.1.f Make and justify inferences from explicit and or implicit information. CT.9-12.4.2.b Evaluate the impact of language as related to audience and purpose.	2:2-1.B.h (9-12) Express and defend opinions. 2:2-1.B.i (9-12) Question the opinions of others and respect answers. 2:2-1.B.o (9-12) Distinguish fact from opinion during discussion. 2:2-1.B.s (9-12) Evaluate information for relevancy.
Presentation of Knowledge and Ideas		
CC.9-10.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	CT.9-12.3.1.a Use oral language with clarity, voice and fluency to communicate a message. CT.9-12.3.1.c Use the appropriate features of persuasive, narrative, expository or poetic writing. CT.9-12.3.2.a Determine purpose, point of view and audience, and choose an appropriate written, oral or visual format.	2:2-1.B.j (9-12) Contribute relevant ideas to a discussion. 2:2-1.B.m (9-12) Use formal language to negotiate and reach consensus.

GRADES 9 - 10		
CCSS	CT Standards Match	ELL Framework Link
	<p>CT.9-12.4.2.a Use sentence patterns typical of spoken and written language to produce text.</p> <p>CT.9-12.4.2.b Evaluate the impact of language as related to audience and purpose.</p>	
<p>CC.9-10.SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>CT.9-12.3.2.f Publish and/or present final products in a myriad of ways, including the use of the arts and technology.</p> <p>CT.9-12.3.2.b Apply the most effective processes to create and present a written, oral or visual piece.</p>	<p>2:2-2.C.c (9-12) Use appropriate visual, print and auditory sources.</p> <p>2:2-2.C.g (9-12) Select and organize information from appropriate sources for a specific purpose.</p> <p>2:2-2.C.k (9-12) Locate and research information on academic topics from multiple sources.</p>
<p>CC.9-10.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grades 9-10 Language standards 1 and 3 on pages 54 for specific expectations.)</p>	<p>CT.9-12.4.1.b Recognize and understand variations between language patterns.</p> <p>CT.9-12.4.2.a Use sentence patterns typical of spoken and written language to produce text.</p> <p>CT.9-12.4.2.b Evaluate the impact of language as related to audience and purpose.</p>	<p>2:2-1.C.c (9-12) Produce original sentences with increasing accuracy.</p> <p>2:2-1.C.i (9-12) Adjust language, as appropriate, to audience, purpose and task.</p> <p>2:2-1.C.j (9-12) Adjust language, as appropriate, to audience, purpose and task.</p>

GRADES 9 - 10

CCSS	CT Standards Match	ELL Framework Link
	<p>CT.9-12.4.1.a Read, listen to and tell stories from a variety of cultures, and identify the similarities and differences in the way language is used.</p> <p>CT.9-12.4.3.a Recognize the difference between standard and nonstandard English and use language appropriately.</p>	<p>3:3-1.A.n (9-12) Recognize and apply the style of speech appropriate to a given situation.</p>

GRADES 9 – 10		
CCSS	CT Standard Match	ELL Framework Link
LANGUAGE STRAND: LANGUAGE STANDARDS		
Conventions of Standard English		
<p>CC.9-10.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>CT.9-12.4.3.c Use resources for proofreading and editing.</p> <p>CT.9-12.4.2.a Use sentence patterns typical of spoken and written language to produce text.</p> <p>CT.9-12.4.3.a Recognize the difference between standard and nonstandard English and use language appropriately.</p> <p>CT.9-12.4.3.b Demonstrate proficient use of proper mechanics, usage and spelling skills.</p>	<p>2:2-1.C.f (9-12) Recognize the difference between standard and nonstandard English.</p> <p>2:2-1.C.j (9-12) Adjust language, as appropriate, to audience, purpose and task.</p> <p>2:2-2.B.g (9-12) Attend to writing mechanics (capitol letters, periods and question marks).</p> <p>2:2-2.B.k (9-12) Attend to writing mechanics (punctuation and spelling).</p> <p>2:2-2.B.o (9-12) Write for a purpose, considering the audience.</p>
<p>CC.9-10.L.1.a Use parallel structure.</p>	<p>CT.9-12.4.3.a Recognize the difference between standard and nonstandard English and use language appropriately.</p> <p>CT.9-12.4.3.b Demonstrate proficient use of proper mechanics, usage and spelling skills.</p>	<p>2:2-1.C.b (9-12) Use basic language patterns accurately.</p> <p>2:2-1.C.f (9-12) Recognize the difference between standard and nonstandard English.</p>

GRADES 9 – 10

CCSS	CT Standard Match	ELL Framework Link
<p>CC.9-10.L.1.b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>	<p>CT.9-12.4.3.a Recognize the difference between standard and nonstandard English and use language appropriately.</p> <p>CT.9-12.4.3.b Demonstrate proficient use of proper mechanics, usage and spelling skills.</p>	<p>2:2-1.C.h (9-12) Produce increasingly complex language.</p> <p>2:2-1.C.i (9-12) Communicate clearly and precisely.</p> <p>2:2-2.B.m (9-12) Adjust language, as appropriate, to audience, purpose and task.</p> <p>2:2-2.B.r (9-12) Recognize and use syntax.</p>
<p>CC.9-10.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>CT.9-12.4.3.a Recognize the difference between standard and nonstandard English and use language appropriately.</p> <p>CT.9-12.4.3.b Demonstrate proficient use of proper mechanics, usage and spelling skills.</p>	<p>2:2-2.B.g (9-12) Attend to writing mechanics (capitol letters, periods and question marks).</p> <p>2:2-2.B.k (9-12) Attend to writing mechanics (punctuation and spelling).</p>
<p>CC.9-10.L.2.a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p>	<p>CT.9-12.4.3.b Demonstrate proficient use of proper mechanics, usage and spelling skills.</p>	<p>2:2-2.B.k (9-12) Attend to writing mechanics (punctuation and spelling).</p>
<p>CC.9-10.L.2.b Use a colon to introduce a list or quotation.</p>	<p>CT.9-12.4.3.b Demonstrate proficient use of proper mechanics, usage and spelling skills.</p>	<p>2:2-2.B.k (9-12) Attend to writing mechanics (punctuation and spelling).</p>

GRADES 9 – 10

CCSS	CT Standard Match	ELL Framework Link
<p>CC.9-10.L.2.c Spell correctly.</p>	<p>CT.9-12.4.3.b Demonstrate proficient use of proper mechanics, usage and spelling skills.</p> <p>CT.9-12.4.3.c Use resources for proofreading and editing.</p>	<p>2:2-2.B.g (9-12) Attend to writing mechanics (capitol letters, periods and question marks).</p> <p>2:2-2.B.k (9-12) Attend to writing mechanics (punctuation and spelling).</p>
Knowledge of Language		
<p>CC.9-10.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>CT.9-12.4.3.a Recognize the difference between standard and nonstandard English and use language appropriately.</p> <p>CT.9-12.4.2.b Evaluate the impact of language as related to audience and purpose.</p> <p>CT.9-12.4.2.a Use sentence patterns typical of spoken and written language to produce text.</p> <p>CT.9-12.4.1.b Recognize and understand variations between language patterns.</p> <p>CT.9-12.1.1.b Determine and apply the most effective means of monitoring comprehension and apply the appropriate strategies.</p>	<p>2:2-1.C.f (9-12) Recognize the difference between standard and nonstandard English.</p> <p>2:2-1.C.j (9-12) Adjust language, as appropriate, to audience, purpose and task.</p> <p>2:2-3.A.a (9-12) Follow verbal and non-verbal cues.</p> <p>3:3-1.A.n (9-12) Recognize and apply the style of speech appropriate to a given situation.</p>
<p>CC.9-10.L.3.a Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</p>	<p>CT.8.W.15 Cite sources according to prescribed format, e.g., MLA, APA.</p>	<p>2:2-3.C.m (9-12) Use reference materials (dictionaries, thesauruses, grammar books).</p>

GRADES 9 – 10

CCSS	CT Standard Match	ELL Framework Link
Vocabulary Acquisition and Use		
<p>CC.9-10.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grades 9–10 reading and content, choosing flexibly from a range of strategies.</p>	<p>CT.9-12.1.3.a Use phonetic, structural, syntactical and contextual clues to read and understand words.</p> <p>CT.9-12.1.3.c Analyze the meaning of words and phrases in context.</p>	<p>2:2-2.A.c (9-12) Develop vocabulary.</p> <p>2:2-2.A.h (9-12) Recognize common word parts.</p> <p>2:2-2.A.j (9-12) Expand academic vocabulary.</p> <p>2:2-3.B.f (9-12) Use context to construct meaning.</p> <p>2:2-3.B.u (9-12) Use knowledge of common word parts to learn new words and aid in comprehension.</p>
<p>CC.9-10.L.4.a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p>CT.9-12.1.3.a Use phonetic, structural, syntactical and contextual clues to read and understand words.</p> <p>CT.9-12.1.3.c Analyze the meaning of words and phrases in context.</p> <p>CT.9-12.1.1.b Determine and apply the most effective means of monitoring comprehension and apply the appropriate strategies.</p>	<p>2:2-3.B.f (9-12) Use context to construct meaning.</p> <p>2:2-3.B.k (9-12) Make inferences from explicit information.</p>

GRADES 9 – 10

CCSS	CT Standard Match	ELL Framework Link
<p>CC.9-10.L.4.b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p>	<p>CT.9-12.1.3.a Use phonetic, structural, syntactical and contextual clues to read and understand words.</p>	<p>2:2-2.A.c (9-12) Develop vocabulary.</p> <p>2:2-2.B.o (9-12) Write for a purpose, considering the audience</p> <p>2:2-2.C.k (9-12) Locate and research information on academic topics from multiple sources.</p> <p>2:2-3.A.g (9-12) Develop independent study skills.</p>
<p>CC.9-10.L.4.c 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, its part of speech, or its etymology.</p>	<p>CT.9-12.4.3.b Demonstrate proficient use of proper mechanics, usage and spelling skills.</p> <p>CT.9-12.4.3.c Use resources for proofreading and editing.</p>	<p>2:2-2.C.c (9-12) Use appropriate visual, print and auditory sources.</p> <p>2:2-2.C.d (9-12) Consult print and non-print resources in the native language when needed.</p> <p>2:2-3.A.d (9-12) Know when to use native language resources.</p> <p>2:2-3.C.m (9-12) Use reference materials (dictionaries, thesauruses, grammar books).</p>

GRADES 9 – 10

CCSS	CT Standard Match	ELL Framework Link
CC.9-10.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).	CT.9-12.1.3.a Use phonetic, structural, syntactical and contextual clues to read and understand words. CT.9-12.1.3.c Analyze the meaning of words and phrases in context. CT.9-12.4.3.c Use resources for proofreading and editing.	2:2-2.A.c (9-12) Develop vocabulary. 2:2-2.C.c (9-12) Use appropriate visual, print and auditory sources. 2:2-2.C.d (9-12) Consult print and non-print resources in the native language when needed. 2:2-3.A.d (9-12) Know when to use native language resources. 2:2-3.C.m (9-12) Use reference materials (dictionaries, thesauruses, grammar books).
CC.9-10.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	CT.9-12.1.3.c Analyze the meaning of words and phrases in context.	3:3-1.B.g (9-12) Expand knowledge of idiomatic expressions. 3:3-1.B.h (9-12) Use a variety of idioms appropriately in speech and writing.
CC.9-10.L.5.a Interpret figures of speech (e.g., satire, sarcasm) in context and analyze their role in the text.	CT.9-12.2.1.d Analyze literary conventions and devices an author uses and how they contribute meaning and appeal. CT.9-12.1.3.c Analyze the meaning of words and phrases in context.	3:3-1.A.o (9-12) Know when to use humor appropriately. 3:3-1.A.p (9-12) Understand cultural factors that affect meaning.

GRADES 9 – 10

CCSS	CT Standard Match	ELL Framework Link
		3:3-1.B.i (9-12) Distinguish between sarcasm and humor and use them appropriately in a variety of contents. 3:3-1.B.j (9-12) Interpret and explain a cartoon, situation comedy or joke.
CC.9-10.L.5.b Analyze nuances in the meaning of words with similar denotations.	CT.9-12.1.3.c Analyze the meaning of words and phrases in context. CT.9-12.1.3.a Use phonetic, structural, syntactical and contextual clues to read and understand words.	2:2-2.A.c (9-12) Develop vocabulary. 2:2-2.A.j (9-12) Expand academic vocabulary. 3:3-1.A.p (9-12) Understand cultural factors that affect meaning.
CC.9-10.L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	CT.9-12.1.3.d Develop vocabulary through listening, speaking, reading and writing. CT.9-12.1.3.e Use content vocabulary appropriately and accurately (math, music, science, social studies, etc.).	2:2-2.B.o (9-12) Write for a purpose, considering the audience. 2:2-2.C.k (9-12) Locate and research information on academic topics from multiple sources. 2:2-3.A.g (9-12) Develop independent study skills.