

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



Grade 1

GRADE 1		
CCSS	CT Standard Match	ELL Framework Link
READING STRAND: READING FOR LITERATURE STANDARDS		
Key Ideas and Details		
<p>CC.1.R.L.1 Ask and answer questions about key details in a text.</p>	<p>CT.1.R.30 Reading Comprehension: During Reading: Ask and answer questions about text.</p>	<p>2:2-2.A.n (PreK-2) Answer literal and inferential questions about grade-appropriate texts.</p> <p>1:1-1A.e (PreK-2) Ask and answer who, what, when, where and how questions.</p>
<p>CC.1.R.L.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<p>CT.K.R.35 Reading Comprehension: After Reading: Retell information from a story, using proper sequence.</p> <p>CT.1.R.41 Reading Comprehension: After Reading: General Understanding: Identify story elements, e.g., characters, setting, plot, theme, conflict and point of view.</p>	<p>2:2-2.A.l (PreK-2) Retell, explain and expand the text to check comprehension.</p> <p>2:2-2.A.j (PreK-2) Identify main idea.</p> <p>2:2-3.B.m (PreK-2) Respond to a story orally.</p>
<p>CC.1.R.L.3 Describe characters, settings, and major events in a story, using key details.</p>	<p>CT.1.R.41 Reading Comprehension: After Reading: General Understanding: Identify story elements, e.g., characters, setting, plot, theme, conflict and point of view.</p>	<p>2:2-2.A.k (PreK-2) Read a story and represent the sequence of events through pictures, words, music or drama.</p> <p>2:2-2.A.j (PreK-2) Identify main idea.</p>

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Craft and Structure		
<p>CC.1.R.L.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	<p>CT.1.R.48 Reading Comprehension: After Reading: Content and Structure: Identify the words an author or orator uses to create an image in the reader's mind.</p>	<p>1:1-1.A.i (PreK-2) Express needs, feelings and ideas.</p> <p>2:2-3.B.k (PreK-2) Make inferences from explicit information.</p> <p>2:2-3.B.n (PreK-2) Form an initial reaction to the text.</p>
<p>CC.1.R.L.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p>	<p>CT.1.R.26 Reading Comprehension: Before Reading: Identify the elements of a genre to help understand the characteristics of different text, e.g., fairy tales, problem and solution in fictional stories, repetitive phrases of nursery rhymes.</p> <p>CT.1.R.28 Reading Comprehension: Before Reading: Tell the purpose for reading a text when the objective is stated.</p> <p>CT.1.R.45 Reading Comprehension: After Reading: Developing an Interpretation: Identify whether text is fiction or nonfiction.</p>	<p>2:2-2.A.h (Pre-K) Explore a variety of genre.</p>
<p>CC.1.R.L.6 Identify who is telling the story at various points in a text.</p>	<p>CT.2.R.30 Reading Comprehension: During Reading: Identify the speaker in a poem and the narrator in a story.</p>	<p>2:2-3.B.o (PreK-2) Make inferences from implicit information.</p>

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Integration of Knowledge and Ideas		
<p>CC.1.R.L.7 Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p>CT.1.R.41 Reading Comprehension: After Reading: General Understanding: Identify story elements, e.g., characters, setting, plot, theme, conflict and point of view.</p>	<p>2:2-2.A.k (PreK-2) Read a story and represent the sequence of events through pictures, words, music or drama.</p> <p>2:2-3.B.a (PreK-2) Preview illustrations and text.</p> <p>2:2-3.B.c (PreK-2) Make inferences from visuals.</p>
<p>CC.1.R.L.9 Compare and contrast the adventures and experiences of characters in stories.</p>	<p>CT.1.R.47 Reading Comprehension: After Reading: Making Reader/Text Connections: Make text-to-self and text-to-text connections.</p>	<p>2:2-3.B.i (PreK-2) Make text-to-self, text-to-text and text-to-world connections.</p> <p>2:2-3.B.h (PreK-2) Use graphic organizers to enhance comprehension.</p>
Range of Reading and Level of Text Complexity		
<p>CC.1.R.L.10 With prompting and support, read prose and poetry of appropriate complexity for Grade 1.</p>	<p>CT.1.R.51 Reading Reflection/Behaviors: Select "just right" books to independently read based on known criteria, e.g., five-finger rule, favorite author, etc.</p> <p>CT.1.R.52 Reading Reflection/Behaviors: Choose a variety of genres to read.</p>	<p>2:2-2.A.h (PreK-2) Explore a variety of genre.</p>

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READING STRAND: READING FOR INFORMATION STANDARDS		
Key Ideas and Details		
<p>CC.1.R.I.1 Ask and answer questions about key details in a text.</p>	<p>CT.1.R.30 Reading Comprehension: During Reading: Ask and answer questions about text.</p>	<p>2:2-2.A.n (PreK-2) Answer literal and inferential questions about grade-appropriate texts.</p> <p>1:1-1.A.b (PreK-2) Ask and answer “yes/no” and “either/or” questions.</p> <p>1:1-1.A.e (PreK-2) Ask and answer who, what, when, where and how questions.</p> <p>1:1-1.A.i (PreK-2) Ask complex questions to obtain information.</p>
<p>CC.1.R.I.2 Identify the main topic and retell key details of a text.</p>	<p>CT.1.R.32 Reading Comprehension: During Reading: Read nonfiction text to gain specific information, e.g., main idea and details.</p> <p>CT.1.R.42 Reading Comprehension: After Reading: General Understanding: Identify the topic of and two facts about nonfiction text.</p>	<p>2:2-2.A.i (PreK-2) Retell, explain and expand the text to check comprehension.</p> <p>2:2-3.B.m (PreK-2) Identify main idea.</p>
<p>CC.1.R.I.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>CT.1.R.35 Reading Comprehension: During Reading: Make connections, including text-to-text and text-to-self connections.</p>	<p>2:2-3.B.i (PreK-2) Make text-to-self, text-to-text and text-to-world connections.</p>

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Craft and Structure		
CC.1.R.I.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	CT.1.R.39 Reading Comprehension: During Reading: Use cueing system to determine meaning of unknown words, e.g., meaning, structure and visual.	2:2-2.A.i (PreK-2) Expand academic vocabulary. 1:1-1.A.g (PreK-2) Ask simple questions for clarification.
CC.1.R.I.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	CT.1.R.31 Reading Comprehension: During Reading: Recognize and use text features, such as a map or graph, to find information.	2:2-3.B.a (PreK-2) Preview illustrations and text. 2:2-3.B.k (PreK-2) Make inferences from explicit information.
CC.1.R.I.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	CT.1.R.17 Phonics: Use context clues and pictures to aid in the decoding of new words. CT.1.R.34 Reading Comprehension: During Reading: Create mental imagery about text when prompted by the teacher. CT.1.R.48 Reading Comprehension: After Reading: Content and Structure: Identify the words an author or orator uses to create an image in the reader's mind.	2:2-3.B.f (PreK-2) Use context to construct meaning.

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Integration of Knowledge and Ideas		
<p>CC.1.R.I.7 Use the illustrations and details in a text to describe its key ideas.</p>	<p>CT.1.R.17 Phonics: Use context clues and pictures to aid in the decoding of new words.</p> <p>CT.1.R.31 Reading Comprehension: During Reading: Recognize and use text features, such as a map or graph, to find information.</p> <p>CT.1.R.32 Reading Comprehension: During Reading: Read nonfiction text to gain specific information, e.g., main idea and details.</p> <p>CT.1.R.33 Reading Comprehension: During Reading: Read and follow simple directions.</p>	<p>2:2-2.A.k (PreK-2) Read a story and represent the sequence of events through pictures, words, music or drama.</p> <p>2:2-3.B.m (PreK-2) Identify main idea.</p>
<p>CC.1.R.I.8 Identify the reasons an author gives to support points in a text.</p>	<p>CT.1.R.48 Reading Comprehension: After Reading: Content and Structure: Identify the words an author or orator uses to create an image in the reader's mind.</p>	<p>2:2-2.A.o (PreK-2) Develop a critical stance.</p>
<p>CC.1.R.I.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>CT.2.R.42 Reading Comprehension: After Reading: Developing an Interpretation: Read several texts within a genre, about a single topic, or by a single author and compare similarities and differences.</p>	<p>2:2-3.B.i (PreK-2) Make text-to-self, text-to-text and text-to-world connections.</p>

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Range of Reading and Level of Text Complexity		
<p>CC.1.R.I.10 With prompting and support, read informational texts appropriately complex for Grade 1.</p>	<p>CT.1.R.51 Reading Reflection/Behaviors: Select "just right" books to independently read based on known criteria, e.g., five-finger rule, favorite author, etc.</p> <p>CT.1.R.52 Reading Reflection/Behaviors: Choose a variety of genres to read.</p>	<p>2:2-2.A.h (PreK-2) Explore a variety of genre.</p> <p>2:2-2.A.c (PreK-2) Develop vocabulary.</p> <p>2:2-2.A.d (PreK-2) Expand knowledge of content.</p>
READING STRAND: FOUNDATIONAL SKILLS STANDARDS		
Print Concepts		
<p>CC.1.R.F.1 Demonstrate understanding of the organization and basic features of print.</p>	<p>CT.1.R.2 Concepts About Print: Distinguish words from sentences.</p>	<p>2:2-3.B.f (PreK-2) Use context to construct meaning.</p>
<p>CC.1.R.F.1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p>CT.PK.R.1 Concepts About Print: Demonstrate book awareness, e.g., hold book upright, turn pages from front of book to the back, and scan pages from top to bottom and left to right.</p> <p>CT.PK.R.2 Concepts About Print: Recognize printed letters, e.g., letters in child's name.</p> <p>CT.PK.R.3 Concepts About Print: Recognize familiar printed words.</p> <p>CT.PK.R.4 Concepts About Print: Recognize print conveys meaning, e.g., environmental print.</p>	<p>2:2-1.C.b (PreK-2) Use basic language patterns accurately.</p> <p>2:2-1.C.f (PreK-2) Recognize and use complex syntax.</p>

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	<p>CT.PK.R.5 Concepts About Print: Demonstrate independent interest in reading-related activities, e.g., independently chooses a book and tells a story to peers.</p>	
Phonological Awareness		
<p>CC.1.R.F.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	<p>CT.1.R.6 Phonological Awareness: Distinguish long and short vowel sounds in spoken one syllable words, e.g., bit/bite.</p> <p>CT.1.R.7 Phonological Awareness: Delete, add and substitute letter sounds in initial position to make different words.</p> <p>CT.1.R.8 Phonological Awareness: Identify the number of syllables in a spoken word.</p> <p>CT.1.R.9 Phonological Awareness: Blend up to four orally presented phonemes into a correct word.</p> <p>CT.1.R.10 Phonological Awareness: Segment one-syllable spoken words into phonemes.</p> <p>CT.1.R.12 Phonics: Match sounds to letters to read words.</p>	<p>2:2-2.A.b (PreK-2) Develop phonological and phonemic awareness in English.</p>

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CC.1.R.F.2.a Distinguish long from short vowel sounds in spoken single-syllable words.	CT.1.R.6 Phonological Awareness: Distinguish long and short vowel sounds in spoken one syllable words, e.g., bit/bite.	2:2-2.A.b (PreK-2) Develop phonological and phonemic awareness in English.
CC.1.R.F.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	CT.1.R.9 Phonological Awareness: Blend up to four orally presented phonemes into a correct word.	2:2-2.A.b (PreK-2) Develop phonological and phonemic awareness in English.
CC.1.R.F.2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	CT.1.R.5 Phonological Awareness: Identify initial, medial and final sounds in words.	2:2-2.A.b (PreK-2) Develop phonological and phonemic awareness in English.
CC.1.R.F.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	CT.1.R.8 Phonological Awareness: Identify the number of syllables in a spoken word. CT.1.R.10 Phonological Awareness: Segment one-syllable spoken words into phonemes.	2:2-2.A.b (PreK-2) Develop phonological and phonemic awareness in English.
Phonics and Word Recognition		
CC.1.R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.	CT.1.R.12 Phonics: Match sounds to letters to read words. CT.1.R.13 Phonics: Know sounds for common letter patterns, e.g., sh, th, ch, oo, ee, igh, ing, ed. CT.1.R.14 Phonics: Decode words with common letter patterns, e.g. -ake, -ick. CT.1.R.15 Phonics: Decode orthographically regular one-syllable words, e.g., sit, take, need and nonsense words, e.g., vit, dake, jeed.	

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	<p>CT.1.R.16 Phonics: Decode compound words, contractions and words with common inflectional endings, e.g., -s, -es, -ed, -ing.</p> <p>CT.1.R.17 Phonics: Use context clues and pictures to aid in the decoding of new words.</p>	
<p>CC.1.R.F.3.a Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</p>	<p>CT.1.R.13 Phonics: Know sounds for common letter patterns, e.g., sh, th, ch, oo, ee, igh, ing, ed.</p>	
<p>CC.1.R.F.3.b Decode regularly spelled one-syllable words.</p>	<p>CT.1.R.14 Phonics: Decode words with common letter patterns, e.g. -ake, -ick.</p> <p>CT.1.R.15 Phonics: Decode orthographically regular one-syllable words, e.g., sit, take, need and nonsense words, e.g., vit, dake, jeed.</p>	
<p>CC.1.R.F.3.c Know final -e and common vowel team conventions for representing long vowel sounds.</p>	<p>CT.1.R.13 Phonics: Know sounds for common letter patterns, e.g., sh, th, ch, oo, ee, igh, ing, ed.</p> <p>CT.1.R.14 Phonics: Decode words with common letter patterns, e.g. -ake, -ick.</p>	
<p>CC.1.R.F.3.d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p>	<p>CT.1.R.8 Phonological Awareness: Identify the number of syllables in a spoken word.</p>	

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CC.1.R.F.3.e Decode two-syllable words following basic patterns by breaking the words into syllables.	CT.2.R.8 Phonics/Word Study: Decode orthographically regular multisyllable words, e.g., butterfly, happiness, by using knowledge of sound-symbol relationships, syllable division and the alphabetic principle.	
CC.1.R.F.3.f Read words with inflectional endings.	CT.1.R.16 Phonics: Decode compound words, contractions and words with common inflectional endings, e.g., -s, -es, -ed, -ing.	
CC.1.R.F.3.g Recognize and read grade-appropriate irregularly spelled words.	CT.1.R.18 High-Frequency Words: Read at least 110 high-frequency words, e.g., Dolch or Fry.	
Fluency		
CC.1.R.F.4 Read with sufficient accuracy and fluency to support comprehension.	CT.1.R.19 Fluency: Read aloud, attending to punctuation, e.g., pause at commas and periods, use inflection with question marks, use excitement with exclamation marks. CT.1.R.20 Fluency: Read aloud familiar informational/expository text and literary/narrative text in a manner that sounds like natural speech. CT.1.R.21 Fluency: Read aloud, while comprehending, unpracticed text with fluency at 40-90+ words correct per minute.	2:2-2.A.g (PreK-2) Develop fluency.
CC.1.R.F.4.a Read grade-level text with purpose and understanding.	CT.1.R.21 Fluency: Read aloud, while comprehending, unpracticed text with fluency at 40-90+ words correct per minute.	2:2-3.B.p (PreK-2) Monitor comprehension while reading and self-correct.

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<p>CC.1.R.F.4.b Read grade-level text orally with accuracy, appropriate rate, and expression.</p>	<p>CT.1.R.21 Fluency: Read aloud, while comprehending, unpracticed text with fluency at 40-90+ words correct per minute.</p>	<p>2:2-2.A.g (PreK-2) Develop fluency.</p>
<p>CC.1.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>CT.1.R.39 Reading Comprehension: During Reading: Use cueing system to determine meaning of unknown words, e.g., meaning, structure and visual.</p>	<p>2:2-3.B.f (PreK-2) Use context to construct meaning.</p> <p>2:2-3.B.g (PreK-2) Reread.</p> <p>2:2-3.A.e (PreK-2) Use self-monitoring and self-correcting strategies.</p>

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WRITING STRAND: WRITING STANDARDS		
Text Types and Purposes		
<p>CC.1.W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p>CT.1.W.21 Writing Genres, Traits and Crafts: Persuasive: Write reasons for liking something, e.g., school, book, best friend, pet.</p>	<p>2:2-1.B.h (PreK-2) Express and defend opinions.</p> <p>2:2-1.B.i (PreK-2) Use personal experiences to add to a discussion.</p> <p>2:2-3.C.e (PreK-2) Use a topic sentence as a means of writing on the topic.</p>
<p>CC.1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>CT.1.W.19 Writing Genres, Traits and Crafts: Expository: Write personal correspondence, e.g., e-mail, thank you note, friendly letter.</p> <p>CT.1.W.20 Writing Genres, Traits and Crafts: Expository: Write to explain a process, e.g., how to make sandwich, how to enter class ready to work.</p>	<p>2:2-2.B.f (PreK-2) Write on a topic.</p> <p>2:2-3.C.e (PreK-2) Use a topic sentence as a means of writing on the topic.</p> <p>2:2-3.C.n (PreK-2) Use elaboration and specific details.</p>
<p>CC.1.W.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>CT.1.W.16 Writing Genres, Traits and Crafts: Narrative: Write personal and fictional narratives that consist of three or more related sentences.</p> <p>CT.1.W.17 Writing Genres, Traits and Crafts: Narrative: Use action verbs.</p> <p>CT.1.W.18 Writing Genres, Traits and Crafts: Narrative: Demonstrate voice, e.g., tone, expressive language.</p>	<p>2:2-3.C.n (PreK-2) Use elaboration and specific details.</p> <p>2:2-3.C.o (PreK-2) Use sequencing.</p> <p>2:2-2.B.k (PreK-2) Use linguistic transitional elements (first, next, then).</p>

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Production and Distribution of Writing		
<p>CC.1.W.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<p>CT.1.W.10 Writing Process: Revise: revise a completed draft by adding, deleting and/or rearranging words.</p> <p>CT.1.W.11 Writing Process: Edit: edit drafts for errors in beginning capitalization and ending punctuation.</p>	<p>2:2-3.C.g (PreK-2) Seek advice of teacher or peer to revise, expand and edit a draft (writing conferences).</p> <p>2:2-3.C.i (PreK-2) Engage in discussion with peers.</p>
<p>CC.1.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>CT.1.W.12 Writing Process: Publish/Present: publish and present completed drafts, e.g., Author's Chair, PowerPoint, reading aloud to parents.</p> <p>CT.1.W.13 Writing Process: Reflect: state the way in which changes to the writing made it better, e.g., maintain an interactive portfolio.</p>	<p>2:2-2.B.i (PreK-2) Revise, expand and edit a draft with teacher assistance.</p> <p>2:2-3.C.k (PreK-2) Use technology to enhance writing.</p> <p>2:2-3.C.l (PreK-2) Publish and share final drafts.</p>
Research to Build and Present Knowledge		
<p>CC.1.W.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p>	<p>CT.1.W.20 Writing Genres, Traits and Crafts: Expository: Write to explain a process, e.g., how to make sandwich, how to enter class ready to work.</p>	<p>2:2-2.C.e (PreK-2) Observe and record information.</p> <p>2:2-2.C.f (PreK-2) Present results of a research project.</p> <p>2:2-3.C.o (PreK-2) Use sequencing.</p> <p>2:2-3.C.i (PreK-2) Engage in discussion with peers.</p>

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<p>CC.1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>CT.1.W.8 Writing Process: Plan: generate ideas, e.g., brainstorm, sketch, web.</p>	<p>2:2-3.C.h (PreK-2) Brainstorm ideas before writing.</p> <p>2:2-3.C.m (PreK-2) Develop idea banks (journals, clippings, pictures, lists of books, films).</p> <p>2:2-2.C.a (PreK-2) Generate questions for gathering data.</p>

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SPEAKING AND LISTENING STRAND: SPEAKING AND LISTENING STANDARDS		
Comprehension and Collaboration		
<p>CC.1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p>	<p>CT.1.OL.1 Listening: Listen attentively to others without interrupting.</p> <p>CT.1.OL.2 Listening: Maintain eye contact, in line with cultural traditions, when listening to others.</p> <p>CT.1.OL.3 Listening: Listen for specific information in order to respond to questions.</p> <p>CT.1.OL.4 Listening: Listen to acquire information from a variety of sources.</p> <p>CT.1.OL.5 Speaking: Ask questions for clarification and understanding.</p>	<p>1:1-1.A.j (PreK-2) Negotiate solutions to problems or misunderstandings.</p> <p>1:1-2.A.e (PreK-2) Plan and practice conversations.</p> <p>1:1-2.B.c (PreK-2) Work in cooperative groups.</p> <p>1:1-2.B.f (PreK-2) Confer with peers to solve problems and make decisions.</p>
<p>CC.1.SL.1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p>CT.1.OL.1 Listening: Listen attentively to others without interrupting.</p> <p>CT.1.OL.2 Listening: Maintain eye contact, in line with cultural traditions, when listening to others.</p> <p>CT.1.OL.4 Listening: Listen to acquire information from a variety of sources.</p> <p>CT.1.OL.7 Speaking: Stay on topic.</p>	<p>2:2-1.B.b (PreK-2) Take turns when speaking.</p> <p>2:2-1.B.e (PreK-2) Listen to and respect the opinions of others.</p> <p>2:2-1.B.f (PreK-2) Respond to basic feedback appropriately.</p> <p>2:2-1.B.j (PreK-2) Contribute relevant ideas to a discussion.</p>

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<p>CC.1.SL.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p>	<p>CT.1.OL.7 Speaking: Stay on topic.</p> <p>CT.1.OL.9 Speaking: Express ideas in logical sequence.</p>	<p>2:2-1.B.j (PreK-2) Contribute relevant ideas to a discussion.</p> <p>2:2-1.B.i (PreK-2) Use personal experiences to add to a discussion</p> <p>2:2-1.B.l (PreK-2) Modify a statement made by a peer.</p>
<p>CC.1.SL.1.c Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>CT.1.OL.5 Speaking: Ask questions for clarification and understanding.</p>	<p>1:1-2.A.d (PreK-2) Ask questions for clarification.</p> <p>1:1-1.A.g (PreK-2) Ask simple questions for clarification.</p>
<p>CC.1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>CT.1.R.30 Reading Comprehension: During Reading: Ask and answer questions about text.</p>	<p>1:1-1.A.l (PreK-2) Ask complex questions to obtain information.</p> <p>1:1-1.A.e (PreK-2) Ask and answer who, what, when, where and how questions.</p> <p>2:2-2.A.n (PreK-2) Answer literal and inferential questions about grade-appropriate texts.</p>
<p>CC.1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>CT.1.OL.5 Speaking: Ask questions for clarification and understanding.</p>	<p>1:1-1.A.b (PreK-2) Ask and answer “yes/no” and “either/or” questions.</p> <p>1:1-1.A.e (PreK-2) Ask and answer who, what, when, where and how questions.</p> <p>1:1-1.A.g (PreK-2) Ask simple questions for clarification.</p>

GRADE 1		
CCSS	CT Standard Match	ELL Framework Link
Presentation of Knowledge and Ideas		
<p>CC.1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>CT.1.OL.8 Speaking: Use descriptive words when speaking about familiar people, places, things and events.</p> <p>CT.1.OL.13 Speaking: Tell personal narratives, using organizational patterns, including beginning, middle and end.</p> <p>CT.1.OL.14 Speaking: Retell stories using story grammar and relating the sequence of story elements by answering who, what, when, where, and how questions.</p>	<p>2:2-2.A.m (PreK-2) Respond to a story orally.</p> <p>1:1-1.A.i (PreK-2) Express needs, feelings and ideas.</p>
<p>CC.1.SL.6 Produce complete sentences when appropriate to task and situation. (See Grade 1 Language standards 1 and 3 on page 26 for specific expectations.)</p>	<p>CT.1.OL.11 Speaking: Use English language syntax for simple sentences (may inappropriately use plural and past tense).</p>	<p>1:1-1.A.f (PreK-2) Indicate preferences with complete or nearly complete sentences.</p> <p>2:2-1.C.h (PreK-2) Communicate clearly and precisely.</p>

GRADE 1		
CCSS	CT Standard Match	ELL Framework Link
LANGUAGE STRAND: LANGUAGE STANDARDS		
Conventions of Standard English		
<p>CC.1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>CT.1.W.3 Capitalization/Punctuation/Usage: Use periods, question marks and exclamation points.</p> <p>CT.1.W.4 Capitalization/Punctuation/Usage: Use nouns, verbs and adjectives.</p> <p>CT.1.W.5 Capitalization/Punctuation/Usage: Use simple singular and plural nouns, e.g., house/houses, girl/girls.</p> <p>CT.1.W.6 Capitalization/Punctuation/Usage: Use capital letters for the first word in a sentence.</p>	<p>2:2-1.C.c (PreK-2) Produce original sentences with increasing accuracy.</p> <p>2:2-1.C.g (PreK-2) Produce increasingly complex language.</p> <p>2:2-2.B.g (PreK-2) Attend to writing mechanics (capital letters, periods and question marks).</p> <p>2:2-2.B.j (PreK-2) Attend to writing mechanics (punctuation and spelling).</p>
<p>CC.1.L.1.a Print all upper- and lowercase letters.</p>	<p>CT.1.W.11 Writing Process: Edit: edit drafts for errors in beginning capitalization and ending punctuation.</p>	<p>2:2-2.B.a (PreK-2) Attend to writing mechanics (punctuation and spelling).</p> <p>2:2-2.B.b (PreK-2) Develop handwriting skills appropriate to the English alphabet.</p>
<p>CC.1.L.1.b Use common, proper, and possessive nouns.</p>	<p>CT.1.W.5 Capitalization/Punctuation/Usage: Use simple singular and plural nouns, e.g., house/houses, girl/girls.</p> <p>CT.2.W.12 Capitalization/Punctuation/Usage: Use nouns in sentences, e.g., singular, plural, common, proper, possessive.</p>	

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CCSS	CT Standard Match	ELL Framework Link
<p>CC.1.L.1.c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p>	<p>CT.1.W.4 Capitalization/Punctuation/Usage: Use nouns, verbs and adjectives.</p> <p>CT.1.W.5 Capitalization/Punctuation/Usage: Use simple singular and plural nouns, e.g., house/houses, girl/girls.</p>	
<p>CC.1.L.1.d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p>	<p>CT.1.OL.10 Speaking: Use vocabulary that is accurate and reasonably specific.</p> <p>CT.1.OL.14 Speaking: Retell stories using story grammar and relating the sequence of story elements by answering who, what, when, where, and how questions.</p>	
<p>CC.1.L.1.e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p>	<p>CT.1.W.4 Capitalization/Punctuation/Usage: Use nouns, verbs and adjectives.</p>	
<p>CC.1.L.1.f Use frequently occurring adjectives.</p>	<p>CT.1.W.4 Capitalization/Punctuation/Usage: Use nouns, verbs and adjectives.</p>	
<p>CC.1.L.1.g Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p>	<p>CT.1.OL.9 Speaking: Express ideas in logical sequence.</p> <p>CT.2.W.17 Capitalization/Punctuation/Usage: Combine simple sentences into compound sentences by using and/or/but.</p>	
<p>CC.1.L.1.h Use determiners (e.g., articles, demonstratives).</p>	<p>CT.1.W.15 Writing Genres, Traits and Crafts: Descriptive: Use adjectives.</p>	

GRADE 1		
CCSS	CT Standard Match	ELL Framework Link
CC.1.L.1.i Use frequently occurring prepositions (e.g., during, beyond, toward).	CT.2.OL.10 Speaking: Use oral language conventions, such as structures of standard English.	
CC.1.L.1.j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	CT.2.W.17 Capitalization/Punctuation/Usage: Combine simple sentences into compound sentences by using and/or/but.	2:2-1.C.c (PreK-2) Produce original sentences with increasing accuracy. 2:2-1.C.f (PreK-2) Recognize and use complex syntax. 2:2-1.C.g (PreK-2) Produce increasingly complex language.
CC.1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	CT.1.W.2 Spelling: Use spelling approximations, including beginning, middle and ending sounds and conventional spelling of common words: a. onset and rime, e.g., bat, cat, fat; man, fan, can b. short vowel patterns, e.g., hat, pet, sip, mop, cut c. blends, e.g., st, tr, dr, br d. digraphs, e.g., sh, th, ch e. long vowel silent e, e.g., make, like. CT.1.W.3 Capitalization/Punctuation/Usage: Use periods, question marks and exclamation points. CT.1.W.4 Capitalization/Punctuation/Usage: Use nouns, verbs and adjectives.	2:2-2.B.g (PreK-2) Attend to writing mechanics (capital letters, period and question marks). 2:2-2.B.j (PreK-2) Attend to writing mechanics (punctuation and spelling).

GRADE 1		
CCSS	CT Standard Match	ELL Framework Link
	<p>CT.1.W.5 Capitalization/Punctuation/Usage: Use simple singular and plural nouns, e.g., house/houses, girl/girls.</p> <p>CT.1.W.6 Capitalization/Punctuation/Usage: Use capital letters for the first word in a sentence.</p>	
<p>CC.1.L.2.a Capitalize dates and names of people.</p>	<p>CT.2.W.10 Capitalization/Punctuation/Usage: Capitalize names, pronoun "I," proper nouns, days, months, holidays, and salutation and closing of a letter.</p>	<p>2:2-2.B.g (PreK-2) Attend to writing mechanics (capital letters, period and question marks).</p>
<p>CC.1.L.2.b Use end punctuation for sentences.</p>	<p>CT.1.W.3 Capitalization/Punctuation/Usage: Use periods, question marks and exclamation points.</p>	<p>2:2-2.B.g (PreK-2) Attend to writing mechanics (capital letters, period and question marks).</p>
<p>CC.1.L.2.c Use commas in dates and to separate single words in a series.</p>	<p>CT.2.W.8 Capitalization/Punctuation/Usage: Use commas in a series, e.g., after greeting and closing of a letter, in a date, between city and state.</p>	<p>2:2-2.B.g (PreK-2) Attend to writing mechanics (capital letters, period and question marks).</p>
<p>CC.1.L.2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p>	<p>CT.1.W.2 Spelling: Use spelling approximations, including beginning, middle and ending sounds and conventional spelling of common words: a. onset and rime, e.g., bat, cat, fat; man, fan, can b. short vowel patterns, e.g., hat, pet, sip, mop, cut c. blends, e.g., st, tr, dr, br d. digraphs, e.g., sh, th, ch e. long vowel silent e, e.g., make, like.</p>	<p>2:2-2.B.j (PreK-2) Attend to writing mechanics (punctuation and spelling).</p>

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CCSS	CT Standard Match	ELL Framework Link
<p>CC.1.L.2.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p>CT.1.W.2 Spelling: Use spelling approximations, including beginning, middle and ending sounds and conventional spelling of common words: a. onset and rime, e.g., bat, cat, fat; man, fan, can b. short vowel patterns, e.g., hat, pet, sip, mop, cut c. blends, e.g., st, tr, dr, br d. digraphs, e.g., sh, th, ch e. long vowel silent e, e.g., make, like.</p>	
Vocabulary Acquisition and Use		
<p>CC.1.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p>	<p>CT.1.R.22 Vocabulary: Recognize words have more than one meaning.</p> <p>CT.2.R.16 Vocabulary: Explain multiple meanings of common words, e.g., fly, duck.</p>	<p>2:2-2.A.i (PreK-2) Expand academic vocabulary.</p> <p>2:2-2.A.c (PreK-2) Develop vocabulary.</p> <p>2:2-3.B.f (PreK-2) Use context to construct meaning.</p>
<p>CC.1.L.4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>CT.2.R.19 Vocabulary: Reread and read on to determine meaning of unknown words.</p>	<p>2:2-3.B.f (PreK-2) Use context to construct meaning.</p>
<p>CC.1.L.4.b Use frequently occurring affixes as a clue to the meaning of a word.</p>	<p>CT.1.R.16 Phonics: Decode compound words, contractions and words with common inflectional endings, e.g., -s, -es, -ed, -ing.</p> <p>CT.2.R.16 Vocabulary: Explain multiple meanings of common words, e.g., fly, duck.</p>	

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CCSS	CT Standard Match	ELL Framework Link
CC.1.L.4.c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	CT.2.R.18 Vocabulary: Use prefixes, suffixes, inflectional endings and abbreviated words to determine the meaning of unknown words.	
CC.1.L.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	CT.2.R.16 Vocabulary: Explain multiple meanings of common words, e.g., fly, duck.	2:2-3.A.c (PreK-2) Recognize the need for and seek assistance. 2:2-3.A.d (PreK-2) Know when to use native language resources.
CC.1.L.5.a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	CT.1.R.23 Vocabulary: Classify categories of words, e.g., can tell which of the following are fruits and which are vegetables: oranges, carrots, bananas, peas.	2:2-3.B.h (PreK-2) Use graphic organizers to enhance comprehension.
CC.1.L.5.b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	CT.1.R.23 Vocabulary: Classify categories of words, e.g., can tell which of the following are fruits and which are vegetables: oranges, carrots, bananas, peas.	2:2-3.B.h (PreK-2) Use graphic organizers to enhance comprehension.
CC.1.L.5.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).	CT.1.W.15 Writing Genres, Traits and Crafts: Descriptive: Use adjectives. CT.1.W.17 Writing Genres, Traits and Crafts: Narrative: Use action verbs.	2:2-3.B.b (PreK-2) Make connections to prior knowledge. 2:2-3.B.i (PreK-2) Make text-to-self, text-to-text and text-to-world connections. 2:2-2.A.c (PreK-2) Develop vocabulary.

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<p>CC.1.L.5.d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>	<p>CT.1.OL.14 Speaking: Retell stories using story grammar and relating the sequence of story elements by answering who, what, when, where, and how questions.</p> <p>CT.1.OL.8 Speaking: Use descriptive words when speaking about familiar people, places, things and events.</p>	<p>2:2-2.A.c (PreK-2) Develop vocabulary.</p> <p>2:2-2.A.i (PreK-2) Expand academic vocabulary.</p>
<p>CC.1.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).</p>	<p>CT.1.OL.14 Speaking: Retell stories using story grammar and relating the sequence of story elements by answering who, what, when, where, and how questions.</p> <p>CT.1.OL.8 Speaking: Use descriptive words when speaking about familiar people, places, things and events.</p>	<p>2:2-1.C.f (PreK-2) Recognize and use complex syntax.</p> <p>2:2-1.C.g (PreK-2) Produce increasingly complex language.</p>