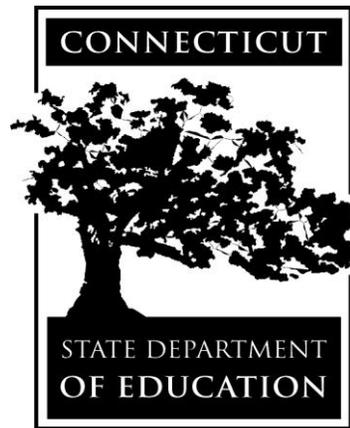


# **English Language Arts Crosswalk Common Core State Standards to Connecticut State Standards to District Curriculum**



**Grade 6**

GRADE 6		
CCSS	CT Standard Match	ELL Framework Link
<b>READING STRAND: READING FOR LITERATURE STANDARDS</b>		
<b>Key Ideas and Details</b>		
<p><b>CC.6.RL.1</b> Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>CT.6.R.7</b> Reading Comprehension: After Reading: General Understanding: State both literal and/or inferred main ideas.</p> <p><b>CT.6.R.6</b> Reading Comprehension: Before and During Reading: Make and support judgments about text.</p>	<p><b>2:2-2.A.q (6-8)</b> Answer literal and inferential questions about grade-appropriate texts.</p> <p><b>2:2-2.A.v (6-8)</b> Analyze, synthesize and construct meaning from text.</p> <p><b>2:2-3.B.k (6-8)</b> Make inferences from explicit information.</p> <p><b>2:2-3.B.s (6-8)</b> Make inferences from implicit information.</p>
<p><b>CC.6.RL.2</b> Key Ideas and Details: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p><b>CT.6.R.7</b> Reading Comprehension: After Reading: General Understanding: State both literal and/or inferred main ideas.</p> <p><b>CT.6.R.11</b> Reading Comprehension: After Reading: General Understanding: Summarize information, including introduction and closing statements, main idea, most important supporting text-based facts, details and/or ideas, connections between the key ideas, and in one's own words.</p>	<p><b>2:2-2.A.k (6-8)</b> Identify main idea and supporting details.</p> <p><b>2:2-2.A.n (6-8)</b> Select and organize relevant information.</p> <p><b>2:2-3.B.o (6-8)</b> Summarize the text.</p>

GRADE 6		
CCSS	CT Standard Match	ELL Framework Link
	<p><b>CT.5.R.8</b> Reading Comprehension: After Reading: General Understanding: Identify recurring themes in literature, including books by the same author, e.g., friendship, conflict.</p> <p><b>CT.5.R.11</b> Reading Comprehension: After Reading: General Understanding: Summarize the major actions that define the plot and how actions lead to conflict or resolution.</p>	
<p><b>CC.6.R.L.3</b> Key Ideas and Details: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	<p><b>CT.6.R.12</b> Reading Comprehension: After Reading: General Understanding: Describe how major and minor characters change over time.</p> <p><b>CT.6.R.17</b> Reading Comprehension: After Reading: Developing an Interpretation: Interpret cause-and-effect relationships, e.g., how the time period of a novel determines a character's behavior.</p> <p><b>CT.6.R.8</b> Reading Comprehension: After Reading: General Understanding: Identify the type of conflict in a text and recognize how it affects the characters' actions.</p>	<p><b>2:2-2.A.1 (6-8)</b> Read a story and represent the sequence of events through pictures, words, music or drama.</p> <p><b>2:2-2.A.m (6-8)</b> Retell, explain and expand the text to check comprehension.</p> <p><b>2:2-3.B.v (6-8)</b> Support interpretation with evidence from text.</p>

GRADE 6		
CCSS	CT Standard Match	ELL Framework Link
<b>Craft and Structure</b>		
<p><b>CC.6.R.L.4</b>            Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p><b>CT.6.R.20</b>            Reading Comprehension: After Reading: Content and Structure: Evaluate the author's use of various techniques to influence readers' perspectives, e.g., appeal of characters in a graphic novels and picture books, logic and credibility of plots and settings, use of figurative language.</p> <p><b>CT.6.R.19</b>            Reading Comprehension: After Reading: Content and Structure: Explain the impact of literary devices on meaning, e.g., flashback, tone, bias, dialect, irony/satire, and use of fragments.</p> <p><b>CT.6.R.1</b>            Vocabulary: Use word origins to determine the meaning of unknown words.</p> <p><b>CT.6.R.2</b>            Vocabulary: Use abstract, derived root words, prefixes and suffixes from Greek and Latin to analyze the meaning of complex words, e.g., process, procession.</p> <p><b>CT.6.R.5</b>            Reading Comprehension: Before and During Reading: Use cueing system and context clues to determine meanings of words.</p>	<p><b>2:2-2.A.j (6-8)</b>            Expand academic vocabulary.</p> <p><b>2:2-2.A.s (6-8)</b>            Recognize and use literacy terms.</p> <p><b>2:2-2.A.y (6-8)</b>            Interpret and respond to text.</p> <p><b>2:2-2.A.z (6-8)</b>            Recognize the elements of an author's craft including literacy devices.</p>

GRADE 6		
CCSS	CT Standard Match	ELL Framework Link
	<p><b>CT.5.R.27</b>            Reading Comprehension: After Reading:            Content and Structure: Recognize author's perspective, e.g., opinion about an idea, stand on an issue, perspective on a topic, and cite supporting literary/narrative text details or information text facts.</p>	
<p><b>CC.6.R.L.5</b>            Craft and Structure: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>	<p><b>CT.6.R.15</b>            Reading Comprehension: After Reading:            Developing an Interpretation: Explain various subgenres of fiction based on their characteristics, e.g., science fiction, fantasy, myths, legends.</p> <p><b>CT.6.R.20</b>            Reading Comprehension: After Reading:            Content and Structure: Evaluate the author's use of various techniques to influence readers' perspectives, e.g., appeal of characters in a graphic novels and picture books, logic and credibility of plots and settings, use of figurative language.</p> <p><b>CT.6.R.10</b>            Reading Comprehension: After Reading:            General Understanding: Explain the influence of setting (historical context) on mood, character and plot.</p> <p><b>CT.6.R.14</b>            Reading Comprehension: After Reading:            Developing an Interpretation: Explain the use of flashbacks to convey meaning.</p>	<p><b>2:2-2.A.y (6-8)</b>            Interpret and respond to text.</p> <p><b>2:2-2.A.w (6-8)</b>            Critique and evaluate text.</p> <p><b>2:2-2.A.z (6-8)</b>            Recognize the elements of an author's craft including literacy devices.</p> <p><b>2:2-3.B.v (6-8)</b>            Support interpretation with evidence from text.</p>

GRADE 6		
CCSS	CT Standard Match	ELL Framework Link
	<p><b>CT.6.R.13</b> Reading Comprehension: After Reading: Developing an Interpretation: Explain the use of foreshadowing and parallel plots to convey meaning.</p> <p><b>CT.6.R.19</b> Reading Comprehension: After Reading: Content and Structure: Explain the impact of literary devices on meaning, e.g., flashback, tone, bias, dialect, irony/satire, and use of fragments.</p> <p><b>CT.4.R.32</b> Reading Comprehension: After Reading: Developing an Interpretation: Determine an author's purpose for including or omitting details to create meaning.</p>	
<p><b>CC.6.R.L.6</b> Craft and Structure: Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p><b>CT.6.R.9</b> Reading Comprehension: After Reading: General Understanding: Identify the point of view used (first, second, third or omniscient) and interpret how point of view influences the text, e.g., how would a story change if the point of view changed.</p>	<p><b>2:2-2.A.q (6-8)</b> Answer literal and inferential questions about grade-appropriate texts.</p> <p><b>2:2-2.A.v (6-8)</b> Analyze, synthesize and construct meaning from text.</p> <p><b>2:2-2.A.z (6-8)</b> Recognize the elements of an author's craft including literacy devices.</p>

<b>GRADE 6</b>		
<b>CCSS</b>	<b>CT Standard Match</b>	<b>ELL Framework Link</b>
<p><b>CC.6.RL.7</b> Integration of Knowledge and Ideas: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p>	<p><b>CT.4.R.28</b> Reading Comprehension: After Reading: Developing an Interpretation: Use multiple texts to compare and contrast characters, settings, plots, themes, conflicts and points of view.</p> <p><b>CT.6.W.26</b> Writing Genres, Traits and Crafts: Expository: Write a compare-contrast essay, grouping similarities together and differences together.</p>	<p><b>2:2-3.B.c (6-8)</b> Make inferences from visuals.</p> <p><b>2:2-3.B.f (6-8)</b> Use context to construct meaning.</p> <p><b>2:2-3.B.j (6-8)</b> Visualize images suggested by the text.</p>
<b>Integration of Knowledge and Ideas</b>		
<p><b>CC.6.RL.9</b> Integration of Knowledge and Ideas: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	<p><b>CT.7.R.18</b> Reading Comprehension: After Reading: Content and Structure: Evaluate ideas, themes and issues across texts.</p> <p><b>CT.7.R.9</b> Reading Comprehension: After Reading: Developing an Interpretation: Explain the similarities and differences in how an idea or concept is expressed in multiple texts.</p> <p><b>CT.7.R.17</b> Reading Comprehension: After Reading: Content and Structure: Evaluate how authors, illustrators and filmmakers express political and social issues.</p>	<p><b>2:2-2.A.i (6-8)</b> Explore a variety of genre.</p> <p><b>2:2-2.A.y (6-8)</b> Interpret and respond to text.</p> <p><b>2:2-3.B.g (6-8)</b> Reread.</p> <p><b>2:2-3.B.i (6-8)</b> Make text-to-self, text-to-text and text-to-world connections.</p>

<b>GRADE 6</b>		
<b>CCSS</b>	<b>CT Standard Match</b>	<b>ELL Framework Link</b>
<b>Range of Reading and Level of Text Complexity</b>		
<p><b>CC.6.R.L.10</b> Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><b>CT.6.R.4</b> Reading Comprehension: Before and During Reading: Select appropriate strategies for different reading purposes, e.g., skim/scan for big ideas, close reading for details, inferring information from graphs, charts, maps, blueprints, computer manuals, and science and mathematical data.</p> <p><b>CT.6.R.28</b> Reading Reflection/Behaviors: Set and monitor reading goals making adjustments and corrections as needed.</p> <p><b>CT.6.R.26</b> Reading Reflection/Behaviors: Choose a variety of genres to read, hear, view and write for personal enjoyment.</p>	<p><b>2:2-2.A.d (6-8)</b> Expand knowledge of content.</p> <p><b>2:2-2.A.e (6-8)</b> Connect prior knowledge to new information.</p> <p><b>2:2-2.A.i (6-8)</b> Explore a variety of genre.</p> <p><b>2:2-2.A.j (6-8)</b> Expand academic vocabulary.</p> <p><b>2:2-2.A.r (6-8)</b> Increase fluency.</p>
<b>READING STRAND: READING FOR INFORMATION STANDARDS</b>		
<b>Key Ideas and Details</b>		
<p><b>CC.6.R.I.1</b> Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>CT.6.R.7</b> Reading Comprehension: After Reading: General Understanding: State both literal and/or inferred main ideas.</p> <p><b>CT.6.R.6</b> Reading Comprehension: Before and During Reading: Make and support judgments about text.</p>	<p><b>2:2-2.A.v (6-8)</b> Analyze, synthesize and construct meaning from text.</p> <p><b>2:2-3.B.f (6-8)</b> Use context to construct meaning.</p> <p><b>2:2-3.B.k (6-8)</b> Make inferences from explicit information.</p> <p><b>2:2-3.B.v (6-8)</b> Support interpretation with evidence from text.</p>

GRADE 6		
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<p><b>CC.6.R.I.2</b> Key Ideas and Details: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p><b>CT.6.R.11</b> Reading Comprehension: After Reading: General Understanding: Summarize information, including introduction and closing statements, main idea, most important supporting text-based facts, details and/or ideas, connections between the key ideas, and in one's own words.</p>	<p><b>2:2-2.A.k (6-8)</b> Identify main idea and supporting details.</p> <p><b>2:2-2.A.n (6-8)</b> Select and organize relevant information.</p> <p><b>2:2-2.A.v (6-8)</b> Analyze, synthesize and construct meaning from text.</p> <p><b>2:2-2.A.y (6-8)</b> Interpret and respond to text.</p> <p><b>2:2-3.B.o (6-8)</b> Summarize the text.</p>
<p><b>CC.6.R.I.3</b> Key Ideas and Details: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p><b>CT.6.R.11</b> Reading Comprehension: After Reading: General Understanding: Summarize information, including introduction and closing statements, main idea, most important supporting text-based facts, details and/or ideas, connections between the key ideas, and in one's own words.</p> <p><b>CT.6.R.20</b> Reading Comprehension: After Reading: Content and Structure: Evaluate the author's use of various techniques to influence readers' perspectives, e.g., appeal of characters in a graphic novels and picture books, logic and credibility of plots and settings, use of figurative language.</p>	<p><b>2:2-2.A.k (6-8)</b> Identify main idea and supporting details.</p> <p><b>2:2-2.A.n (6-8)</b> Select and organize relevant information.</p> <p><b>2:2-2.A.v (6-8)</b> Analyze, synthesize and construct meaning from text.</p> <p><b>2:2-3.B.k (6-8)</b> Make inferences from explicit information.</p>

GRADE 6		
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<b>Craft and Structure</b>		
<p><b>CC.6.R.I.4</b>            Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<p><b>CT.6.R.1</b>            Vocabulary: Use word origins to determine the meaning of unknown words.</p> <p><b>CT.6.R.2</b>            Vocabulary: Use abstract, derived root words, prefixes and suffixes from Greek and Latin to analyze the meaning of complex words, e.g., process, procession.</p> <p><b>CT.6.R.3</b>            Vocabulary: Define vocabulary critical to the meaning of content-area texts and use that knowledge to interpret the texts, e.g., property in science or social studies.</p> <p><b>CT.6.R.4</b>            Reading Comprehension: Before and During Reading: Select appropriate strategies for different reading purposes, e.g., skim/scan for big ideas, close reading for details, inferring information from graphs, charts, maps, blueprints, computer manuals, and science and mathematical data.</p>	<p><b>2:2-2.A.c (6-8)</b>            Develop vocabulary.</p> <p><b>2:2-2.A.h (6-8)</b>            Recognize common word parts.</p> <p><b>2:2-2.A.j (6-8)</b>            Expand academic vocabulary.</p> <p><b>2:2-3.B.f (6-8)</b>            Use context to construct meaning.</p> <p><b>2:2-3.B.u (6-8)</b>            Use knowledge of common word parts to learn new words and aid in comprehension.</p>
<p><b>CC.6.R.I.5</b>            Craft and Structure: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p>	<p><b>CT.6.R.20</b>            Reading Comprehension: After Reading: Content and Structure: Evaluate the author's use of various techniques to influence readers' perspectives, e.g., appeal of characters in a graphic novels and picture books, logic and credibility of plots and settings, use of figurative language.</p>	<p><b>2:2-2.A.v (6-8)</b>            Analyze, synthesize and construct meaning from text.</p> <p><b>2:2-2.A.w (6-8)</b>            Critique and evaluate text.</p>

GRADE 6		
CCSS	CT Standard Match	ELL Framework Link
	<p><b>CT.6.R.4</b> Reading Comprehension: Before and During Reading: Select appropriate strategies for different reading purposes, e.g., skim/scan for big ideas, close reading for details, inferring information from graphs, charts, maps, blueprints, computer manuals, and science and mathematical data.</p> <p><b>CT.4.R.32</b> Reading Comprehension: After Reading: Developing an Interpretation: Determine an author's purpose for including or omitting details to create meaning.</p> <p><b>CT.5.R.19</b> Reading Comprehension: After Reading: Developing an Interpretation: Explain how specific text features help you understand a selection, e.g., how a chapter heading helps you think about the chapter, how boldface or italics signals a new term that can be found in the glossary.</p>	<p><b>2:2-3.B.p (6-8)</b> Skim chapter headings, subheadings and highlighted material to predict and confirm.</p>
<p><b>CC.6.R.I.6</b> Craft and Structure: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p><b>CT.6.R.9</b> Reading Comprehension: After Reading: General Understanding: Identify the point of view used (first, second, third or omniscient) and interpret how point of view influences the text, e.g., how would a story change if the point of view changed.</p>	<p><b>2:2-2.A.n (6-8)</b> Select and organize relevant information.</p> <p><b>2:2-2.A.t (6-8)</b> Interpret text.</p> <p><b>2:2-2.A.z (6-8)</b> Recognize the elements of an author's craft including literacy devices.</p>

GRADE 6		
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	<p><b>CT.6.R.25</b> Reading Comprehension: After Reading: Content and Structure: Evaluate the credibility, accuracy and bias of informational text, including Internet sites, electronic recordings, visuals and other technology resources.</p> <p><b>CT.6.R.29</b> Reading Reflection/Behaviors: Identify and explain the author's purpose for writing a particular text.</p>	<p><b>2:2-3.B.s (6-8)</b> Make inferences from implicit information.</p>
Integration of Knowledge and Ideas		
<p><b>CC.6.R.I.7</b> Integration of Knowledge and Ideas: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>	<p><b>CT.6.W.31</b> Writing Genres, Traits and Crafts: Persuasive: Write a persuasive piece that incorporates research and information.</p> <p><b>CT.6.W.17</b> Writing Process: Plan: gather information, using an organizer, from a range of resources to analyze, synthesize, and/or evaluate information to plan writing.</p> <p><b>CT.6.R.25</b> Reading Comprehension: After Reading: Content and Structure: Evaluate the credibility, accuracy and bias of informational text, including Internet sites, electronic recordings, visuals and other technology resources.</p>	<p><b>2:2-2.A.n (6-8)</b> Select and organize relevant information.</p> <p><b>2:2-2.A.p (6-8)</b> Classify data and information.</p> <p><b>2:2-2.A.v (6-8)</b> Analyze, synthesize and construct meaning from text.</p> <p><b>2:2-3.B.c (6-8)</b> Make inferences from visuals.</p>

GRADE 6		
CCSS	CT Standard Match	ELL Framework Link
	<p><b>CT.6.R.18</b> Reading Comprehension: After Reading: Making Reader/Text Connections: Explain how information in a text could be applied to understand a similar situation or concept in another text.</p> <p><b>CT.6.R.11</b> Reading Comprehension: After Reading: General Understanding: Summarize information, including introduction and closing statements, main idea, most important supporting text-based facts, details and/or ideas, connections between the key ideas, and in one's own words.</p> <p><b>CT.6.R.6</b> Reading Comprehension: Before and During Reading: Make and support judgments about text.</p>	
<p><b>CC.6.R.I.8</b> Integration of Knowledge and Ideas: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p><b>CT.6.R.24</b> Reading Comprehension: After Reading: Content and Structure: Decide if the author's ideas are grounded in fact.</p> <p><b>CT.6.R.25</b> Reading Comprehension: After Reading: Content and Structure: Evaluate the credibility, accuracy and bias of informational text, including Internet sites, electronic recordings, visuals and other technology resources.</p>	<p><b>2:2-2.A.k (6-8)</b> Identify main idea and supporting details.</p> <p><b>2:2-2.A.v (6-8)</b> Analyze, synthesize and construct meaning from text.</p> <p><b>2:2-2.A.w (6-8)</b> Critique and evaluate text.</p> <p><b>2:2-3.B.v (6-8)</b> Support interpretation with evidence from text.</p>

<b>GRADE 6</b>		
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<p><b>CC.6.R.I.9</b> Integration of Knowledge and Ideas: Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	<p><b>CT.6.R.21</b> Reading Comprehension: After Reading: Content and Structure: understand how social, cultural and historical contexts contribute to an author's perspective.</p> <p><b>CT.6.R.17</b> Reading Comprehension: After Reading: Developing an Interpretation: Interpret cause-and-effect relationships, e.g., how the time period of a novel determines a character's behavior.</p> <p><b>CT.6.R.29</b> Reading Reflection/Behaviors: Identify and explain the author's purpose for writing a particular text.</p>	<p><b>2:2-2.A.i (6-8)</b> Explore a variety of genre.</p> <p><b>2:2-2.A.p (6-8)</b> Classify data and information.</p> <p><b>2:2-2.A.w (6-8)</b> Critique and evaluate text.</p> <p><b>2:2-2.A.y (6-8)</b> Interpret and respond to text.</p>
<b>Range of Reading and Level of Text Complexity</b>		
<p><b>CC.6.R.I.10</b> Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><b>CT.6.R.4</b> Reading Comprehension: Before and During Reading: Select appropriate strategies for different reading purposes, e.g., skim/scan for big ideas, close reading for details, inferring information from graphs, charts, maps, blueprints, computer manuals, and science and mathematical data.</p>	<p><b>2:2-2.A.i (6-8)</b> Explore a variety of genre.</p> <p><b>2:2-2.A.j (6-8)</b> Expand academic vocabulary.</p> <p><b>2:2-2.A.q (6-8)</b> Answer literal and inferential questions about grade-appropriate texts.</p> <p><b>2:2-2.A.r (6-8)</b> Increase fluency.</p>

GRADE 6		
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	<p><b>CT.6.R.26</b> Reading Reflection/Behaviors: Choose a variety of genres to read, hear, view and write for personal enjoyment</p> <p><b>CT.6.R.28</b> Reading Reflection/Behaviors: Set and monitor reading goals making adjustments and corrections as needed.</p>	

GRADE 6		
CCSS	CT Standard Match	ELL Framework Link
<b>WRITING STRAND: WRITING STANDARDS</b>		
<b>Text Types and Purposes</b>		
<p><b>CC.6.W.1</b> Text Types and Purposes: Write arguments to support claims with clear reasons and relevant evidence.</p>	<p><b>CT.6.W.27</b> Writing Genres, Traits and Crafts: Expository: Write an informational report using cause-and-effect structure.</p> <p><b>CT.6.W.31</b> Writing Genres, Traits and Crafts: Persuasive: Write a persuasive piece that incorporates research and information.</p> <p><b>CT.6.W.30</b> Writing Genres, Traits and Crafts: Persuasive: Write a persuasive piece using "least to most important" arguments.</p>	<p><b>2:2-2.B.1 (6-8)</b> Develop clear ideas with supporting details and evidence.</p> <p><b>2:2-3.C.p (6-8)</b> Use elaboration and specific details.</p> <p><b>2:2-3.C.r (6-8)</b> Use the conventions of persuasion.</p>
<p><b>CC.6.W.1.a</b> Text Types and Purposes: Introduce claim(s) and organize the reasons and evidence clearly.</p>	<p><b>CT.6.W.17</b> Writing Process: Plan: gather information, using an organizer, from a range of resources to analyze, synthesize, and/or evaluate information to plan writing.</p> <p><b>CT.6.W.36</b> Writing Genres, Traits and Crafts: Poetic: Construct introductions using various approaches, e.g., rhetorical question, interesting fact, brief history, captivating moment.</p>	<p><b>2:2-2.B.1 (6-8)</b> Develop clear ideas with supporting details and evidence.</p> <p><b>2:2-3.C.r (6-8)</b> Use the conventions of persuasion.</p>

<b>GRADE 6</b>		
<b>CCSS</b>	<b>CT Standard Match</b>	<b>ELL Framework Link</b>
<p><b>CC.6.W.1.b</b> Text Types and Purposes: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p>	<p><b>CT.6.W.17</b> Writing Process: Plan: gather information, using an organizer, from a range of resources to analyze, synthesize, and/or evaluate information to plan writing.</p> <p><b>CT.6.W.18</b> Writing Process: Draft: reread text and continue to draft over time.</p> <p><b>CT.6.W.19</b> Writing Process: Revise: seek and consider feedback from adults and peers to revise text for content, organization and tone.</p> <p><b>CT.6.W.30</b> Writing Genres, Traits and Crafts: Persuasive: Write a persuasive piece using "least to most important" arguments.</p> <p><b>CT.6.W.31</b> Writing Genres, Traits and Crafts: Persuasive: Write a persuasive piece that incorporates research and information</p> <p><b>CT.6.W.25</b> Writing Genres, Traits and Crafts: Narrative: Write a mystery with elements, e.g., clues, suspense, red herring.</p>	<p><b>2:2-2.C.g (6-8)</b> Select and organize information from appropriate sources for a specific purpose.</p> <p><b>2:2-2.B.1 (6-8)</b> Develop clear ideas with supporting details and evidence.</p>
<p><b>CC.6.W.1.c</b> Text Types and Purposes: Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p>	<p><b>CT.4.W.28</b> Writing Process: Draft: complete a draft demonstrating connections among ideas.</p>	

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	<p><b>CT.4.W.37</b> Writing Genres, Traits and Crafts: Expository: Write a report with accurate use of appropriate text structure, e.g., organization, transition and sequence.</p>	
<p><b>CC.6.W.1.d</b> Text Types and Purposes: Establish and maintain a formal style.</p>	<p><b>CT.6.W.19</b> Writing Process: Revise: seek and consider feedback from adults and peers to revise text for content, organization and tone.</p> <p><b>CT.6.W.3</b> Capitalization / Punctuation / Usage: Use capitalization, punctuation, and usage rules from previous grades.</p>	<p><b>2:2-2.B.m (6-8)</b> Adjust language, as appropriate, to audience, purpose and task.</p> <p><b>2:2-2.B.o (6-8)</b> Write for a purpose, considering the audience.</p>
<p><b>CC.6.W.1.e</b> Text Types and Purposes: Provide a concluding statement or section that follows from the argument presented.</p>	<p><b>CT.6.W.37</b> Writing Genres, Traits and Crafts: Poetic: Construct conclusions using various approaches, e.g., summary, interesting fact, echoed introduction.</p>	
<p><b>CC.6.W.2</b> Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p><b>CT.6.W.27</b> Writing Genres, Traits and Crafts: Expository: Write an informational report using cause-and-effect structure.</p> <p><b>CT.6.W.28</b> Writing Genres, Traits and Crafts: Expository: Write an informational piece with a spatial order or chronological order.</p> <p><b>CT.6.W.29</b> Writing Genres, Traits and Crafts: Expository: Write in forms associated with specific tasks or careers, e.g., application for student body office, presentation software as a visual aid.</p>	<p><b>2:2-2.B.l (6-8)</b> Develop clear ideas with supporting details and evidence.</p> <p><b>2:2-3.C.e (6-8)</b> Use a topic sentence as a means of writing on the topic.</p> <p><b>2:2-3.C.j (6-8)</b> Use graphic organizers to plan writing.</p> <p><b>2:2-3.C.p (6-8)</b> Use elaborating and specific details.</p>

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	<p><b>CT.6.W.17</b> Writing Process: Plan: gather information, using an organizer, from a range of resources to analyze, synthesize, and/or evaluate information to plan writing.</p> <p><b>CT.6.W.18</b> Writing Process: Draft: reread text and continue to draft over time.</p> <p><b>CT.6.W.19</b> Writing Process: Revise: seek and consider feedback from adults and peers to revise text for content, organization and tone.</p> <p><b>CT.6.R.25</b> Reading Comprehension: After Reading: Content and Structure: Evaluate the credibility, accuracy and bias of informational text, including Internet sites, electronic recordings, visuals and other technology resources.</p>	
<p><b>CC.6.W.2.a</b> Text Types and Purposes: Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>	<p><b>CT.6.W.17</b> Writing Process: Plan: gather information, using an organizer, from a range of resources to analyze, synthesize, and/or evaluate information to plan writing.</p> <p><b>CT.6.W.36</b> Writing Genres, Traits and Crafts: Poetic: Construct introductions using various approaches, e.g., rhetorical question, interesting fact, brief history, captivating moment.</p>	<p><b>2:2.2.B.f (6-8)</b> Write on a topic.</p> <p><b>2:2-3.C.a (6-8)</b> Construct a chart or other graphic.</p> <p><b>2:2-3.C.j (6-8)</b> Use graphic organizers to plan writing.</p> <p><b>2:2-3.C.p (6-8)</b> Use elaboration and specific details.</p>

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	<p><b>CT.6.W.26</b> Writing Genres, Traits and Crafts: Expository: Write a compare-contrast essay, grouping similarities together and differences together.</p> <p><b>CT.6.W.27</b> Writing Genres, Traits and Crafts: Expository: Write an informational report using cause-and-effect structure.</p> <p><b>CT.6.W.28</b> Writing Genres, Traits and Crafts: Expository: Write an informational piece with a spatial order or chronological order.</p>	
<p><b>CC.6.W.2.b</b> Text Types and Purposes: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>	<p><b>CT.6.W.27</b> Writing Genres, Traits and Crafts: Expository: Write an informational report using cause-and-effect structure.</p> <p><b>CT.6.W.28</b> Writing Genres, Traits and Crafts: Expository: Write an informational piece with a spatial order or chronological order.</p> <p><b>CT.6.W.29</b> Writing Genres, Traits and Crafts: Expository: Write in forms associated with specific tasks or careers, e.g., application for student body office, presentation software as a visual aid.</p> <p><b>CT.6.W.18</b> Writing Process: Draft: reread text and continue to draft over time.</p>	<p><b>2:2-2.B.1 (6-8)</b> Develop clear ideas with supporting details and evidence.</p> <p><b>2:2-2.B.o (6-8)</b> Write for a purpose, considering the audience.</p>

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CCSS	CT Standard Match	ELL Framework Link
	<p><b>CT.6.W.17</b> Writing Process: Plan: gather information, using an organizer, from a range of resources to analyze, synthesize, and/or evaluate information to plan writing.</p>	
<p><b>CC.6.W.2.c</b> Text Types and Purposes: Use appropriate transitions to clarify the relationships among ideas and concepts.</p>	<p><b>CT.4.W.28</b> Writing Process: Draft: complete a draft demonstrating connections among ideas</p> <p><b>CT.4.W.37</b> Writing Genres, Traits and Crafts: Expository: Write a report with accurate use of appropriate text structure, e.g., organization, transition and sequence.</p>	<p><b>2:2-2.B.p (6-8)</b> Use linguistic transitional elements (first, next, then).</p> <p><b>2:2-3.C.q (6-8)</b> Use sequencing.</p>
<p><b>CC.6.W.2.d</b> Text Types and Purposes: Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p><b>CT.6.R.3</b> Vocabulary: Define vocabulary critical to the meaning of content-area texts and use that knowledge to interpret the texts , e.g., property in science or social studies.</p> <p><b>CT.6.W.29</b> Writing Genres, Traits and Crafts: Expository: Write in forms associated with specific tasks or careers, e.g., application for student body office, presentation software as a visual aid.</p> <p><b>CT.6.W.12</b> Capitalization / Punctuation / Usage: Use parallel construction when listing verbs particularly in informational and technical writing. * Parallel: A scientist observes, hypothesizes, and analyzes. * Not parallel: A scientist observes, hypothesized, and analyzed.</p>	<p><b>2:2-3.C.p (6-8)</b> Use elaboration and specific details.</p> <p><b>2:2-2.A.c (6-8)</b> Develop vocabulary.</p> <p><b>2:2-2.A.j (6-8)</b> Expand academic vocabulary.</p>

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<p><b>CC.6.W.2.e</b> Text Types and Purposes: Establish and maintain a formal style.</p>	<p><b>CT.6.W.3</b> Capitalization/Punctuation/Usage: Use capitalization, punctuation, and usage rules from previous grades.</p> <p><b>CT.6.W.19</b> Writing Process: Revise: seek and consider feedback from adults and peers to revise text for content, organization and tone.</p>	<p><b>2:2-1.C.f (6-8)</b> Recognize the difference between standard and nonstandard English.</p> <p><b>2:2-1.C.i (6-8)</b> Communicate clearly and precisely.</p> <p><b>2:2-2.B.k (6-8)</b> Attend to writing mechanics (punctuation and spelling).</p> <p><b>2:2-2.B.m (6-8)</b> Adjust language, as appropriate, to audience, purpose and task.</p>
<p><b>CC.6.W.2.f</b> Text Types and Purposes: Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p><b>CT.6.W.37</b> Writing Genres, Traits and Crafts: Poetic: Construct conclusions using various approaches, e.g., summary, interesting fact, echoed introduction.</p>	
<p><b>CC.6.W.3</b> Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p><b>CT.6.W.23</b> Writing Genres, Traits and Crafts: Descriptive: Expand upon one idea using additional details to create an image.</p> <p><b>CT.6.W.24</b> Writing Genres, Traits and Crafts: Narrative: Write a memoir.</p> <p><b>CT.6.W.25</b> Writing Genres, Traits and Crafts: Narrative: Write a mystery with elements, e.g., clues, suspense, red herring.</p>	<p><b>2:2-2.B.l (6-8)</b> Develop clear ideas with supporting details and evidence.</p> <p><b>2:2-2.B.m (6-8)</b> Adjust language, as appropriate, to audience, purpose and task.</p> <p><b>2:2-2.B.i (6-8)</b> Write a narrative.</p> <p><b>2:2-3.C.p (6-8)</b> Use elaboration and specific details.</p>

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		<b>2:2-3.C.q (6-8)</b> Use sequencing.
<b>CC.6.W.3.a</b> Text Types and Purposes: Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	<b>CT.5.W.32</b> Writing Genres, Traits and Crafts: Narrative: Write varied narratives with different beginnings and endings.  <b>CT.5.W.28</b> Writing Process: Reflect: Identifies professional authors' styles and techniques, e.g., leads, conclusions, word choice, purpose, character and plot development; critiques peers' writing and supports the opinion using established criteria, e.g., content, organization, style, conventions; explains strengths and weaknesses of own writing using criteria, e.g., rubrics and anchor papers, checklists, six-trait scoring guides; uses criteria to choose and defend choices for a writing portfolio.	<b>2:2-3.C.q (6-8)</b> Use sequencing.
<b>CC.6.W.3.b</b> Text Types and Purposes: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	<b>CT.7.W.24</b> Writing Genres, Traits and Crafts: Narrative: Write a fictional story using various literary techniques, e.g., dialogue, humor, figurative language, first or third person, precise language, including all story elements: setting, plot, theme, character development, events, problem, solution.	<b>2:2-2.B.i (6-8)</b> Write a narrative.

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<p><b>CC.6.W.3.c</b> Text Types and Purposes: Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p>	<p><b>CT.6.W.19</b> Writing Process: Revise: seek and consider feedback from adults and peers to revise text for content, organization and tone.</p> <p><b>CT.6.W.28</b> Writing Genres, Traits and Crafts: Expository: Write an informational piece with a spatial order or chronological order.</p>	<p><b>2:2-2.B.p (6-8)</b> Use linguistic transitional elements (first, next, then).</p>
<p><b>CC.6.W.3.d</b> Text Types and Purposes: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>	<p><b>CT.6.W.36</b> Writing Genres, Traits and Crafts: Poetic: Construct introductions using various approaches, e.g., rhetorical question, interesting fact, brief history, captivating moment.</p> <p><b>CT.6.W.37</b> Writing Genres, Traits and Crafts: Poetic: Construct conclusions using various approaches, e.g., summary, interesting fact, echoed introduction.</p> <p><b>CT.6.W.23</b> Writing Genres, Traits and Crafts: Descriptive: Expand upon one idea using additional details to create an image.</p>	<p><b>2:2-3.C.p (6-8)</b> Use elaboration and specific details.</p>
<p><b>CC.6.W.3.e</b> Text Types and Purposes: Provide a conclusion that follows from the narrated experiences or events.</p>	<p><b>CT.6.W.37</b> Writing Genres, Traits and Crafts: Poetic: Construct conclusions using various approaches, e.g., summary, interesting fact, echoed introduction.</p>	<p><b>2:2-3.C.q (6-8)</b> Use sequencing.</p>

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<b>CCSS</b>	<b>CT Standard Match</b>	<b>ELL Framework Link</b>
<b>Production and Distribution of Writing</b>		
<p><b>CC.6.W.4</b> Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p><b>CT.6.W.17</b> Writing Process: Plan: gather information, using an organizer, from a range of resources to analyze, synthesize, and/or evaluate information to plan writing.</p> <p><b>CT.6.W.18</b> Writing Process: Draft: reread text and continue to draft over time.</p> <p><b>CT.6.W.19</b> Writing Process: Revise: seek and consider feedback from adults and peers to revise text for content, organization and tone.</p> <p><b>CT.6.W.21</b> Writing Process: Publish/Present: publish and present final products using a range of graphics and illustrative material, e.g., photos, diagrams, threefold display, informational posters.</p>	<p><b>2:2-2.B.h (6-8)</b> Publish and share final products.</p> <p><b>2:2-2.B.l (6-8)</b> Develop clear ideas with supporting details and evidence.</p> <p><b>2:2-2.B.m (6-8)</b> Adjust language, as appropriate, to audience, purpose and task.</p> <p><b>2:2-.C.p (6-8)</b> Use elaboration and specific details.</p>
<p><b>CC.6.W.5</b> Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.(Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 53.)</p>	<p><b>CT.6.W.19</b> Writing Process: Revise: seek and consider feedback from adults and peers to revise text for content, organization and tone.</p>	<p><b>2:2-2.B.j (6-8)</b> Revise, expand and edit a draft with teacher assistance.</p> <p><b>2:2-2.B.n (6-8)</b> Revise, expand and edit a draft with peer input.</p> <p><b>2:2-3.C.g (6-8)</b> Seek advice of teacher or peer to revise, expand and edit a draft (writing conferences).</p>

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		<p><b>2:2-3.C.i (6-8)</b> Engage in discussions with peers.</p>
<p><b>CC.6.W.6</b> Production and Distribution of Writing: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	<p><b>CT.6.W.21</b> Writing Process: Publish/Present: publish and present final products using a range of graphics and illustrative material, e.g., photos, diagrams, threefold display, informational posters.</p>	<p><b>2:2-2.C.c (6-8)</b> Use appropriate visual, print and auditory sources.</p> <p><b>2:2-2.C.e (6-8)</b> Use available technology to gather information.</p> <p><b>2:2-3.C.k (6-8)</b> Use technology to enhance writing.</p>
<b>Research to Build and Present Knowledge</b>		
<p><b>CC.6.W.7</b> Research to Build and Present Knowledge: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p><b>CT.6.W.17</b> Writing Process: Plan: gather information, using an organizer, from a range of resources to analyze, synthesize, and/or evaluate information to plan writing.</p> <p><b>CT.6.W.29</b> Writing Genres, Traits and Crafts: Expository: Write in forms associated with specific tasks or careers, e.g., application for student body office, presentation software as a visual aid.</p> <p><b>CT.6.W.31</b> Writing Genres, Traits and Crafts: Persuasive: Write a persuasive piece that incorporates research and information.</p>	<p><b>2:2-2.C.b (6-8)</b> Observe and record information.</p> <p><b>2:2-2.C.c (6-8)</b> Use appropriate visual, print and auditory sources.</p> <p><b>2:2-2.C.d (6-8)</b> Consult print and non-print resources in the native language when needed.</p> <p><b>2:2-2.C.f (6-8)</b> Raise additional questions generated by research.</p> <p><b>2:2-2.C.l (6-8)</b> Draw conclusions from selected sources.</p>

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<p><b>CC.6.W.8</b>            Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p><b>CT.6.W.17</b>            Writing Process: Plan: gather information, using an organizer, from a range of resources to analyze, synthesize, and/or evaluate information to plan writing.</p>	<p><b>2:2-2.C.b (6-8)</b>            Observe and record information.</p> <p><b>2:2-2.C.d (6-8)</b>            Consult print and non-print resources in the native language when needed.</p> <p><b>2:2-2.C.e (6-8)</b>            Use available technology to gather information.</p> <p><b>2:2-2.C.g (6-8)</b>            Select and organize information from appropriate sources for a specific purpose.</p> <p><b>2:2-2.C.k (6-8)</b>            Locate and research information on academic topics from multiple sources.</p>
<p><b>CC.6.W.9</b>            Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><b>CT.6.W.31</b>            Writing Genres, Traits and Crafts: Persuasive: Write a persuasive piece that incorporates research and information.</p> <p><b>CT.6.W.29</b>            Writing Genres, Traits and Crafts: Expository: Write in forms associated with specific tasks or careers, e.g., application for student body office, presentation software as a visual aid.</p>	<p><b>2:2-2.B.1 (6-8)</b>            Develop clear ideas with supporting details and evidence.</p> <p><b>2:2-2.C.g (6-8)</b>            Select and organize information from appropriate sources for a specific purpose.</p> <p><b>2:2-2.C.1 (6-8)</b>            Draw conclusions from selected sources.</p>

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		<b>2:2-2.C.m (6-8)</b> Document and justify ideas using evidence from text.
<b>CC.6.W.9.a</b> Research to Build and Present Knowledge: Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories]in terms of their approaches to similar themes and topics”).	<b>CT.6.W.26</b> Writing Genres, Traits and Crafts: Expository: Write a compare-contrast essay, grouping similarities together and differences together.	
<b>CC.6.W.9.b</b> Research to Build and Present Knowledge: Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	<b>CT.6.W.30</b> Writing Genres, Traits and Crafts: Persuasive: Write a persuasive piece using "least to most important" arguments.  <b>CT.6.W.29</b> Writing Genres, Traits and Crafts: Expository: Write in forms associated with specific tasks or careers, e.g., application for student body office, presentation software as a visual aid.	<b>2:2-2.C.g (6-8)</b> Select and organize information from appropriate sources for a specific purpose.  <b>2:2-2.C.i (6-8)</b> Draw conclusions from selected sources.  <b>2:2-2.C.m (6-8)</b> Document and justify ideas using evidence from text.
<b>CC.6.W.10</b> Range of Writing: 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 discipline-specific tasks, purposes, and audiences.	<b>CT.6.W.18</b> Writing Process: Draft: reread text and continue to draft over time.  <b>CT.6.W.19</b> Writing Process: Revise: seek and consider feedback from adults and peers to revise text for content, organization and tone.  <b>CT.6.W.20</b> Writing Process: Edit: use multiple resources, e.g., dictionary, glossary, thesaurus, for proofreading and editing.	<b>2:2-2.B.i (6-8)</b> Write a narrative.  <b>2:2-2.B.m (6-8)</b> Adjust language, as appropriate, to audience, purpose and task.  <b>2:2-2.B.o (6-8)</b> Write for a purpose, considering the audience.  <b>2:2-2.B.q (6-8)</b> Write expository and persuasive essays.

<b>GRADE 6</b>		
<b>CCSS</b>	<b>CT Standard Match</b>	<b>ELL Framework Link</b>
	<p><b>CT.6.W.21</b>            Writing Process: Publish/Present: publish and present final products using a range of graphics and illustrative material, e.g., photos, diagrams, threefold display, informational posters.</p> <p><b>CT.6.W.22</b>            Writing Process: Reflect: use criteria to choose and defend choices for writing portfolio; select pieces that demonstrate growth.</p>	<p><b>2:2-3.C.r (6-8)</b>            Use the conventions of persuasion.</p>

<b>GRADE 6</b>		
<b>CCSS</b>	<b>CT Standard Match</b>	<b>ELL Framework Link</b>
<b>SPEAKING AND LISTENING STRAND: SPEAKING AND LISTENING STANDARDS</b>		
<b>Comprehension and Collaboration</b>		
<p><b>CC.6.SL.1</b> Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p><b>CT.6.OL.2</b> Listening/Speaking: Pose questions, listen to the ideas of others, and contribute own information and ideas in group discussions, panel discussions and interviews.</p>	<p><b>2:2-1.B.a (6-8)</b> Participate in full-class, group and paired activities.</p> <p><b>2:2-1.B.i (6-8)</b> Use personal experiences to add to a discussion.</p> <p><b>2:2-1.C.i (6-8)</b> Communicate clearly and precisely.</p> <p><b>2:2-1.C.j (6-8)</b> Adjust language, as appropriate, to audience, purpose and task.</p> <p><b>2:2-3.A.e (6-8)</b> Use self-monitoring and self-correcting strategies.</p>
<p><b>CC.6.SL.1.a</b> Comprehension and Collaboration: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<p><b>CT.6.OL.2 L</b> Listening/Speaking: Pose questions, listen to the ideas of others, and contribute own information and ideas in group discussions, panel discussions and interviews.</p> <p><b>CT.6.OL.3</b> Listening/Speaking: Make oral presentations that show appropriate consideration of audience, purpose and information to be conveyed.</p>	<p><b>2:2-1.B.j (6-8)</b> Contribute relevant ideas to a discussion.</p>

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	<p><b>CT.6.OL.5</b> Listening/Speaking: relate the speaker's verbal, e.g., tone, word choice, pitch, and nonverbal cue to convey meaning.</p>	
<p><b>CC.6.SL.1.b</b> Comprehension and Collaboration: Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p>	<p><b>CT.6.OL.2</b> Listening/Speaking: Pose questions, listen to the ideas of others, and contribute own information and ideas in group discussions, panel discussions and interviews.</p> <p><b>CT.6.OL.1</b> Listening/Speaking: Speak with clarity, voice, and fluency to communicate ideas, judgments and opinions in oral presentations, speeches and performances.</p>	<p><b>2:2-1.A.c (6-8)</b> Follow one- or two-step directions.</p> <p><b>2:2-1.A.d (6-8)</b> Follow multistep directions.</p>
<p><b>CC.6.SL.1.c</b> Comprehension and Collaboration: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p>	<p><b>CT.6.OL.1</b> Listening/Speaking: Speak with clarity, voice, and fluency to communicate ideas, judgments and opinions in oral presentations, speeches and performances.</p> <p><b>CT.6.OL.2</b> Listening/Speaking: Pose questions, listen to the ideas of others, and contribute own information and ideas in group discussions, panel discussions and interviews.</p>	<p><b>2:2-1.B.j (6-8)</b> Contribute relevant ideas to a discussion.</p>

<b>GRADE 6</b>		
<b>CCSS</b>	<b>CT Standard Match</b>	<b>ELL Framework Link</b>
	<p><b>CT.6.OL.5</b> Listening/Speaking: relate the speaker's verbal, e.g., tone, word choice, pitch, and nonverbal cue to convey meaning.</p>	
<p><b>CC.6.SL.2</b> Comprehension and Collaboration: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	<p><b>CT.6.R.25</b> Reading Comprehension: After Reading: Content and Structure: Evaluate the credibility, accuracy and bias of informational text, including Internet sites, electronic recordings, visuals and other technology resources.</p>	<p><b>2:2-1.B.s (6-8)</b> Evaluate information for relevancy.</p> <p><b>2:2-1.C.i (6-8)</b> Communicate clearly and precisely.</p> <p><b>2:2-1.C.j (6-8)</b> Adjust language, as appropriate, to audience, purpose and task.</p>
<p><b>CC.6.SL.3</b> Comprehension and Collaboration: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p><b>CT.4.R.27</b> Reading Comprehension: After Reading: Developing an Interpretation: Distinguish fact vs. opinion in text.</p>	<p><b>2:2-1.B.e (6-8)</b> Listen to and respect the opinions of others.</p> <p><b>2:2-1.B.l (6-8)</b> Question the opinions of others and respect their answers.</p> <p><b>2:2-1.B.o (6-8)</b> Distinguish fact from opinion during discussion.</p> <p><b>2:2-1.B.s (6-8)</b> Evaluate information for relevancy.</p>

<b>GRADE 6</b>		
<b>CCSS</b>	<b>CT Standard Match</b>	<b>ELL Framework Link</b>
<b>Presentation of Knowledge and Ideas</b>		
<p><b>CC.6.SL.4</b> Presentation of Knowledge and Ideas: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p><b>CT.6.OL.3</b> Listening/Speaking: Make oral presentations that show appropriate consideration of audience, purpose and information to be conveyed.</p> <p><b>CT.6.OL.1</b> Listening/Speaking: Speak with clarity, voice, and fluency to communicate ideas, judgments and opinions in oral presentations, speeches and performances.</p>	<p><b>2:2-1.C.h (6-8)</b> Produce increasingly complex language.</p> <p><b>2:2-1.C.j (6-8)</b> Adjust language, as appropriate, to audience, purpose and task.</p> <p><b>3:3-1.A.d (6-8)</b> Use acceptable tone and volume.</p> <p><b>3:3-1.A.e (6-8)</b> Recognize when an utterance has been misunderstood.</p> <p><b>3:3-1.A.n (6-8)</b> Recognize and apply the style of speech appropriate to a given situation.</p>
<p><b>CC.6.SL.5</b> Presentation of Knowledge and Ideas: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<p><b>CT.6.OL.3</b> Listening/Speaking: Make oral presentations that show appropriate consideration of audience, purpose and information to be conveyed.</p>	<p><b>2:2-2.C.c (6-8)</b> Use appropriate visual, print and auditory sources.</p> <p><b>2:2-2.C.h (6-8)</b> Present results of a research project.</p>
<p><b>CC.6.SL.6</b> Presentation of Knowledge and Ideas: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 53 for specific expectations.)</p>	<p><b>CT.6.OL.4</b> Listening/Speaking: Analyze how dialects are reflected in slang, jargon and language styles of different groups and individuals.</p>	<p><b>2:2-1.C.c (6-8)</b> Produce original sentences with increasing accuracy.</p> <p><b>2:2-1.C.f (6-8)</b> Recognize the difference between standard and nonstandard English.</p>

<b>GRADE 6</b>		
<b>CCSS</b>	<b>CT Standard Match</b>	<b>ELL Framework Link</b>
		<p><b>2:2-1.C.j (6-8)</b> Adjust language, as appropriate, to audience, purpose and task.</p> <p><b>3:3-1.A.m (6-8)</b> Evaluate and adjust effectiveness of communication.</p> <p><b>3:3-1.A.n (6-8)</b> Recognize and apply the style of speech appropriate to a given situation.</p>

<b>GRADE 6</b>		
<b>CCSS</b>	<b>CT Standard Match</b>	<b>ELL Framework Link</b>
<b>LANGUAGE STRAND: LANGUAGE STANDARDS</b>		
<b>Conventions of Standard English</b>		
<p><b>CC.6.L.1</b> Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p><b>CT.6.OL.1</b> Listening/Speaking: Speak with clarity, voice, and fluency to communicate ideas, judgments and opinions in oral presentations, speeches and performances.</p> <p><b>CT.6.OL.5</b> Listening/Speaking: relate the speaker's verbal, e.g., tone, word choice, pitch, and nonverbal cue to convey meaning.</p>	<p><b>2:2-1.C.b (6-8)</b> Use basic language patterns accurately.</p> <p><b>2:2-1.C.c (6-8)</b> Produce original sentences with increasing accuracy.</p> <p><b>2:2-1.C.g (6-8)</b> Recognize and use complex syntax.</p> <p><b>2:2-1.C.i (6-8)</b> Communicate clearly and precisely.</p>
<p><b>CC.6.L.1.c</b> Conventions of Standard English: Recognize and correct inappropriate shifts in pronoun number and person.</p>	<p><b>CT.6.W.10</b> Capitalization/Punctuation/Usage: Show agreement of pronoun and its referent, e.g., A person needs his or her own space.</p> <p><b>CT.6.W.11</b> Capitalization/Punctuation/Usage: Maintain consistent person.</p>	
<p><b>CC.6.L.1.e</b> Conventions of Standard English: Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p>	<p><b>CT.6.OL.4</b> Listening/Speaking: Analyze how dialects are reflected in slang, jargon and language styles of different groups and individuals.</p>	<p><b>2:2-1.B.f (6-8)</b> Recognize the difference between standard and nonstandard English.</p>

<b>GRADE 6</b>		
<b>CCSS</b>	<b>CT Standard Match</b>	<b>ELL Framework Link</b>
<p><b>CC.6.L.2</b> Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p><b>CT.6.W.3</b> Capitalization/Punctuation/Usage: Use capitalization, punctuation, and usage rules from previous grades.</p> <p><b>CT.6.W.4</b> Capitalization/Punctuation/Usage: Capitalize languages, races, nationalities and religions.</p> <p><b>CT.6.W.5</b> Capitalization/Punctuation/Usage: Use commas in appositives, e.g., Bob, the dog, was fun.</p> <p><b>CT.6.W.6</b> Capitalization/Punctuation/Usage: Use commas to set off direct address, e.g., Mom, may I go to the movies?</p> <p><b>CT.6.W.7</b> Capitalization/Punctuation/Usage: Use apostrophe to show quotation within a quotation in dialogue, e.g., He said, "Mom said, 'Clean your room."</p> <p><b>CT.6.W.8</b> Capitalization/Punctuation/Usage: Use parentheses, e.g., A hypothesis (prediction) is a critical component of a scientific investigation.</p>	<p><b>2:2-2.B.g (6-8)</b> Attend to writing mechanics (capital letters, periods and question marks).</p> <p><b>2:2-2.B.k (6-8)</b> Attend to writing mechanics (punctuation and spelling).</p>

<b>GRADE 6</b>		
<b>CCSS</b>	<b>CT Standard Match</b>	<b>ELL Framework Link</b>
	<p><b>CT.6.W.9</b> Capitalization/Punctuation/Usage: Use a semicolon between two independent clauses connected by a conjunctive adverb, e.g., I studied late into the night; consequently, I passed the test.</p>	
<p><b>CC.6.L.2.a</b> Conventions of Standard English: Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p>	<p><b>CT.6.W.5</b> Capitalization/Punctuation/Usage: Use commas in appositives, e.g., Bob, the dog, was fun.</p> <p><b>CT.6.W.6</b> Capitalization/Punctuation/Usage: Use commas to set off direct address, e.g., Mom, may I go to the movies?</p> <p><b>CT.6.W.8</b> Capitalization/Punctuation/Usage: Use parentheses, e.g., A hypothesis (prediction) is a critical component of a scientific investigation.</p>	<p><b>2:2-2.B.k (6-8)</b> Attend to writing mechanics (punctuation and spelling).</p>
<p><b>CC.6.L.2.b</b> Conventions of Standard English: Spell correctly.</p>	<p><b>CT.6.W.1</b> Spelling: Use spelling rules and patterns from previous grades.</p> <p><b>CT.6.W.2</b> Spelling: Use multiple strategies to spell. Examples: * visual patterns, e.g., tough/enough/rough, right/night * homophones, e.g., read and reed * affixes, e.g., in-, im-, -spect, -fer * roots, e.g., bio, graph.</p>	<p><b>2:2-2.B.k (6-8)</b> Attend to writing mechanics (punctuation and spelling).</p>

<b>GRADE 6</b>		
<b>CCSS</b>	<b>CT Standard Match</b>	<b>ELL Framework Link</b>
<b>Knowledge of Language</b>		
<p><b>CC.6.L.3</b>            Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p><b>CT.6.R.1</b>            Vocabulary: Use word origins to determine the meaning of unknown words.</p> <p><b>CT.6.W.23</b>            Writing Genres, Traits and Crafts: Descriptive: Expand upon one idea using additional details to create an image.</p> <p><b>CT.6.W.24</b>            Writing Genres, Traits and Crafts: Narrative: Write a memoir.</p> <p><b>CT.6.W.25</b>            Writing Genres, Traits and Crafts: Narrative: Write a mystery with elements, e.g., clues, suspense, red herring.</p> <p><b>CT.6.W.26</b>            Writing Genres, Traits and Crafts: Expository: Write a compare-contrast essay, grouping similarities together and differences together.</p> <p><b>CT.6.W.27</b>            Writing Genres, Traits and Crafts: Expository: Write an informational report using cause-and-effect structure.</p> <p><b>CT.6.W.29</b>            Writing Genres, Traits and Crafts: Expository: Write in forms associated with specific tasks or careers, e.g., application for student body office, presentation software as a visual aid.</p>	<p><b>2:2-1.C.b (6-8)</b>            Use basic language patterns accurately.</p> <p><b>2:2-1.C.h (6-8)</b>            Produce increasingly complex language.</p> <p><b>2:2-1.C.i (6-8)</b>            Communicate clearly and precisely.</p> <p><b>2:2-2.A.h (6-8)</b>            Recognize common word parts.</p>

GRADE 6		
CCSS	CT Standard Match	ELL Framework Link
	<p><b>CT.6.W.30</b> Writing Genres, Traits and Crafts: Persuasive: Write a persuasive piece using "least to most important" arguments.</p> <p><b>CT.6.W.31</b> Writing Genres, Traits and Crafts: Persuasive: Write a persuasive piece that incorporates research and information.</p> <p><b>CT.6.W.32</b> Writing Genres, Traits and Crafts: Poetic: Write an ode.</p> <p><b>CT.6.W.33</b> Writing Genres, Traits and Crafts: Poetic: Write a carpe diem.</p> <p><b>CT.6.W.34</b> Writing Genres, Traits and Crafts: Poetic: Write a tanka.</p> <p><b>CT.6.W.36</b> Writing Genres, Traits and Crafts: Poetic: Construct introductions using various approaches, e.g., rhetorical question, interesting fact, brief history, captivating moment.</p> <p><b>CT.6.W.37</b> Writing Genres, Traits and Crafts: Poetic: Construct conclusions using various approaches, e.g., summary, interesting fact, echoed introduction.</p>	

<b>GRADE 6</b>		
<b>CCSS</b>	<b>CT Standard Match</b>	<b>ELL Framework Link</b>
<b>Conventions of Standard English</b>		
<b>CC.6.L.1.a</b> Conventions of Standard English: Ensure that pronouns are in the proper case (subjective, objective, possessive).	<b>CT.5.W.16</b> Capitalization/Punctuation/Usage: Use subject vs. object pronouns correctly, e.g., I vs. me.	<b>2:2-1.C.h (6-8)</b> Produce increasingly complex language.
<b>Knowledge of Language</b>		
<b>CC.6.L.3.a</b> Knowledge of Language: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	<b>CT.5.W.46</b> Writing Genres, Traits and Crafts: Poetic: Write a variety of sentence lengths; write a variety of sentence beginnings, e.g., starts with a participial phrase: Laughing loudly, they walked down the hall; write a variety of sentence structures, e.g., Mike, busy with his homework, didn't hear the telephone ring. Although he wanted to keep working, Tran took the call. He kept it short; write with a sense of rhythm, and may use fragments in dialogue as appropriate.	<b>2:2-1.C.i (6-8)</b> Communicate clearly and precisely.
<b>CC.6.L.3.b</b> Knowledge of Language: Maintain consistency in style and tone.	<b>CT.6.W.19</b> Writing Process: Revise: seek and consider feedback from adults and peers to revise text for content, organization and tone.	<b>3:3-1.A.d (6-8)</b> Use acceptable tone and volume.  <b>3:3-1.A.m (6-8)</b> Evaluate and adjust effectiveness of communication.
<b>Vocabulary Acquisition and Use</b>		
<b>CC.6.L.4</b> Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	<b>CT.6.R.1</b> Vocabulary: Use word origins to determine the meaning of unknown words.	<b>2:2-2.A.c (6-8)</b> Develop vocabulary.  <b>2:2-2.A.h (6-8)</b> Recognize common word parts.

<b>GRADE 6</b>		
<b>CCSS</b>	<b>CT Standard Match</b>	<b>ELL Framework Link</b>
	<p><b>CT.6.R.2</b> Vocabulary: Use abstract, derived root words, prefixes and suffixes from Greek and Latin to analyze the meaning of complex words, e.g., process, procession.</p> <p><b>CT.6.R.3</b> Vocabulary: Define vocabulary critical to the meaning of content-area texts and use that knowledge to interpret the texts, e.g., property in science or social studies.</p> <p><b>CT.6.R.5</b> Reading Comprehension: Before and During Reading: Use cueing system and context clues to determine meanings of words.</p>	<p><b>2:2-2.A.j (6-8)</b> Expand academic vocabulary.</p> <p><b>2:2-3.B.f (6-8)</b> Use context to construct meaning.</p> <p><b>2:2-3.B.u (6-8)</b> Use knowledge of common word parts to learn new words and aid in comprehension.</p>
<p><b>CC.6.L.4.a</b> Vocabulary Acquisition and Use: Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p><b>CT.6.R.5</b> Reading Comprehension: Before and During Reading: Use cueing system and context clues to determine meanings of words.</p>	<p><b>2:2-3.B.f (6-8)</b> Use context to construct meaning.</p>
<p><b>CC.6.L.4.b</b> Vocabulary Acquisition and Use: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p>	<p><b>CT.6.R.2</b> Vocabulary: Use abstract, derived root words, prefixes and suffixes from Greek and Latin to analyze the meaning of complex words, e.g., process, procession.</p>	<p><b>2:2-3.B.u (6-8)</b> Use knowledge of common word parts to learn new words and aid in comprehension.</p>

<b>GRADE 6</b>		
<b>CCSS</b>	<b>CT Standard Match</b>	<b>ELL Framework Link</b>
<p><b>CC.6.L.4.c</b> Vocabulary Acquisition and Use: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	<p><b>CT.6.W.20</b> Writing Process: Edit: use multiple resources, e.g., dictionary, glossary, thesaurus, for proofreading and editing.</p>	<p><b>2:2-2.C.d (6-8)</b> Consult print and non-print resources in the native language when needed.</p> <p><b>2:2-3.C.m (6-8)</b> Use reference materials (dictionaries, thesauruses, grammar books).</p>
<p><b>CC.6.L.4.d</b> Vocabulary Acquisition and Use: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p><b>CT.5.R.3</b> Vocabulary: Use dictionaries, thesauruses, and glossaries to find or confirm word meanings, pronunciations, syllabication, synonyms, antonyms and parts of speech.</p>	<p><b>2:2-2.C.d (6-8)</b> Consult print and non-print resources in the native language when needed.</p> <p><b>2:2-3.C.m (6-8)</b> Use reference materials (dictionaries, thesauruses, grammar books).</p> <p><b>2:2-3.B.f (6-8)</b> Use context to construct meaning.</p>
<p><b>CC.6.L.5</b> Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p><b>CT.6.R.1</b> Vocabulary: Use word origins to determine the meaning of unknown words.</p> <p><b>CT.6.R.2</b> Vocabulary: Use abstract, derived root words, prefixes and suffixes from Greek and Latin to analyze the meaning of complex words, e.g., process, procession.</p>	<p><b>2:2-1.C.h (6-8)</b> Produce increasingly complex language.</p> <p><b>2:2-2.A.s (6-8)</b> Recognize and use literacy terms.</p> <p><b>3:3-1.B.c (6-8)</b> Use common idioms.</p>

<b>GRADE 6</b>		
<b>CCSS</b>	<b>CT Standard Match</b>	<b>ELL Framework Link</b>
	<p><b>CT.6.R.20</b>            Reading Comprehension: After Reading:            Content and Structure: Evaluate the author's use of various techniques to influence readers' perspectives, e.g., appeal of characters in a graphic novels and picture books, logic and credibility of plots and settings, use of figurative language.</p>	<p><b>3:3-1.B.h (6-8)</b>            Use a variety of idioms appropriately in speech and writing.</p> <p><b>3:3-1.B.i (6-8)</b>            Distinguish between sarcasm and humor and use them appropriately in a variety of contexts.</p>
<p><b>CC.6.L.5.a</b>            Vocabulary Acquisition and Use: Interpret figures of speech (e.g., personification) in context.</p>	<p><b>CT.6.R.19</b>            Reading Comprehension: After Reading:            Content and Structure: Explain the impact of literary devices on meaning, e.g., flashback, tone, bias, dialect, irony/satire, and use of fragments.</p> <p><b>CT.4.W.34</b>            Writing Genres, Traits and Crafts: Narrative:            Write a myth, legend or fantasy piece, using literary devices, e.g., personification, metaphor, hyperbole.</p>	<p><b>2:2-2.A.s (6-8)</b>            Recognize and use literary terms.</p> <p><b>2:2-2.A.z (6-8)</b>            Recognize the elements of an author's craft including literary devices.</p> <p><b>3:3-1.B.a (6-8)</b>            Understand common idioms.</p> <p><b>3:3-1.B.h (6-8)</b>            Use a variety of idioms appropriately in speech and writing.</p>
<p><b>CC.6.L.6</b>            Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>CT.6.R.3</b>            Vocabulary: Define vocabulary critical to the meaning of content-area texts and use that knowledge to interpret the texts, e.g., property in science or social studies.</p>	<p><b>2:2-2.A.c (6-8)</b>            Develop vocabulary.</p> <p><b>2:2-2.A.h (6-8)</b>            Recognize common word parts.</p> <p><b>2:2-2.A.j (6-8)</b>            Expand academic vocabulary.</p>