Main Criteria: U.S. History-Based Writing Lessons

Secondary Criteria: Connecticut State Standards

Subject: Language Arts

Grades: 6, 7, 8

U.S. History-Based Writing Lessons

Lesson 01: Unit 1 Note Making and Outlines, p. 11-16

Connecticut State Standards

		Grade 6 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.6.2.	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.
GRADE LEVEL EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
DOMAIN / CONTENT ST ANDARD	CT.CC.RI .6.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.6.7.	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.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing

GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DOMAIN / CONTENT STANDARD	CT.CC.S L.6.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.6.1.	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.
INDICATOR	SL.6.1(a)	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.
INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
DOMAIN / CONTENT STANDARD	CT.CC.S L.6.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.6.4.	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.
	SL.6.4. CT.CC.L. 6.	and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume,
DOMAIN / CONTENT	CT.CC.L.	and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / CONTENT STANDARD	CT.CC.L.	and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. Language Standards
DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL	CT.CC.L. 6.	and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases
DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION	CT.CC.L. 6.	and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. Language Standards 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. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in
DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION	CT.CC.L. 6. L.6.4.	and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. Language Standards 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. 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. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the

GRADE LEVEL EXPECTATION

L.6.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Connecticut State Standards

Language Arts Grade 7 - Adopted: 2010		
DOMAIN / CONTENT STANDARD	CT.CC.RI .7.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
DOMAIN / CONTENT STANDARD	CT.CC.RI .7.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		Connecticut State Standards

Grade 8 - Adopted: 2010			
DOMAIN / CONTENT STANDARD	CT.CC.RI .8.	Reading Standards for Informational Text	
STATE FRAMEWORK		Key Ideas and Details	
GRADE LEVEL EXPECTATION	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	
DOMAIN / CONTENT STANDARD	CT.CC.RI .8.	Reading Standards for Informational Text	

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DOMAIN / CONTENT STANDARD	CT.CC.S L.8.	Speaking and Listening Standards
CONTENT		Speaking and Listening Standards Comprehension and Collaboration
CONTENT STANDARD STATE		
STATE FRAMEWORK GRADE LEVEL	L.8.	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on
STATE FRAMEWORK GRADE LEVEL EXPECTATION	L.8. SL.8.1.	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas
STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR	SL.8.1. SL.8.1(a)	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions and decision-making, track progress toward specific goals
STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR	SL.8.1(a) SL.8.1(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 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that connect the ideas of several speakers and respond to others' questions and
STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR INDICATOR	SL.8.1(a) SL.8.1(b) SL.8.1(c)	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. Acknowledge new information expressed by others, and, when warranted, qualify or justify their

GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		Lesson 02: Unit 2 Writing from Notes in 17-26

Lesson 02: Unit 2 Writing from Notes, p. 17-26

Connecticut State Standards

Grade 6 - Adopted: 2010			
DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text	
STATE FRAMEWORK		Key Ideas and Details	
GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
GRADE LEVEL EXPECTATION	RI.6.2.	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.	
GRADE LEVEL EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text	
STATE FRAMEWORK		Craft and Structure	

GRADE LEVEL EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.6.7.	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.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2(a)	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.
INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

INDICATOR	W.6.9(b)	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").
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.6.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.6.1.	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.
INDICATOR	SL.6.1(a)	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.
INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION	L.6.4.	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.
INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
CONTENT		Language Standards Vocabulary Acquisition and Use

Language Arts			
Grade 7 - Adopted: 2010			
DOMAIN / CONTENT STANDARD	CT.CC.RI .7.	Reading Standards for Informational Text	
STATE FRAMEWORK		Key Ideas and Details	
GRADE LEVEL EXPECTATION	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
GRADE LEVEL EXPECTATION	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	
DOMAIN / CONTENT STANDARD	CT.CC.RI .7.	Reading Standards for Informational Text	
STATE FRAMEWORK		Craft and Structure	
GRADE LEVEL EXPECTATION	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards	
STATE FRAMEWORK		Text Types and Purposes	
GRADE LEVEL EXPECTATION	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	

INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	
INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	
INDICATOR	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	
INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.	
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards	
STATE FRAMEWORK		Production and Distribution of Writing	
GRADE LEVEL EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	
GRADE LEVEL EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards	
STATE FRAMEWORK		Research to Build and Present Knowledge	
GRADE LEVEL EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards	
STATE FRAMEWORK		Research to Build and Present Knowledge	
GRADE LEVEL EXPECTATION	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
INDICATOR	W.7.9(b)	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").	
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards	

STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards
CONTENT		Speaking and Listening Standards Presentation of Knowledge and Ideas
CONTENT STANDARD		
STATE FRAMEWORK GRADE LEVEL	L.7.	Presentation of Knowledge and Ideas Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate
CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION DOMAIN / CONTENT	SL.7.4.	Presentation of Knowledge and Ideas Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STATE FRAMEWORK GRADE LEVEL EXPECTATION DOMAIN / CONTENT STANDARD STATE	SL.7.4.	Presentation of Knowledge and Ideas Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. Language Standards
CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL	SL.7.4. CT.CC.L. 7.	Presentation of Knowledge and Ideas Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. Language Standards Knowledge of Language Use Knowledge of Language and its conventions when writing, speaking, reading, or
STATE FRAMEWORK GRADE LEVEL EXPECTATION DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION	SL.7.4. CT.CC.L. 7.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. Language Standards Knowledge of Language Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating
STATE FRAMEWORK GRADE LEVEL EXPECTATION DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR DOMAIN / CONTENT	L.7. SL.7.4. CT.CC.L. 7. L.7.3(a)	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. Language Standards Knowledge of Language Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Arts			
Grade 8 - Adopted: 2010			
DOMAIN / CONTENT STANDARD	CT.CC.RI .8.	Reading Standards for Informational Text	
STATE FRAMEWORK		Key Ideas and Details	
GRADE LEVEL EXPECTATION	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	
DOMAIN / CONTENT STANDARD	CT.CC.RI .8.	Reading Standards for Informational Text	
STATE FRAMEWORK		Craft and Structure	
GRADE LEVEL EXPECTATION	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards	
STATE FRAMEWORK		Text Types and Purposes	
GRADE LEVEL EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
INDICATOR	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	
INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	

INDICATOR	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.8.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	
INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	
INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	
DOMAIN / CONTENT STANDARD	CT.CC.S L.8.	Speaking and Listening Standards	
STATE FRAMEWORK		Presentation of Knowledge and Ideas	
GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards	
STATE FRAMEWORK		Conventions of Standard English	
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.	
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards	
STATE FRAMEWORK		Vocabulary Acquisition and Use	
GRADE LEVEL EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	
INDICATOR	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	
INDICATOR	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards	
STATE FRAMEWORK		Vocabulary Acquisition and Use	
GRADE LEVEL EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	

Language Arts Grade 6 - Adopted: 2010 DOMAIN / CT.CC.RI Reading Standards for Informational Text CONTENT .6. **STANDARD** STATE Key Ideas and Details **FRAMEWORK** GRADE LEVEL RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences **EXPECTATION** drawn from the text **GRADE LEVEL** RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a **EXPECTATION** summary of the text distinct from personal opinions or judgments. **GRADE LEVEL** RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a **EXPECTATION** text (e.g., through examples or anecdotes). CT.CC.RI DOMAIN / Reading Standards for Informational Text CONTENT **STANDARD** Craft and Structure STATE **FRAMEWORK** RI 6 4 **GRADE LEVEL** Determine the meaning of words and phrases as they are used in a text, including figurative, **EXPECTATION** connotative, and technical meanings DOMAIN / CT.CC.RI Reading Standards for Informational Text CONTENT **STANDARD** STATE Integration of Knowledge and Ideas **FRAMEWORK GRADE LEVEL** RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well **EXPECTATION** as in words to develop a coherent understanding of a topic or issue. DOMAIN / CT.CC.W. **Writing Standards** CONTENT 6 **STANDARD** STATE **Text Types and Purposes FRAMEWORK GRADE LEVEL** W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and **EXPECT ATION** information through the selection, organization, and analysis of relevant content. INDICATOR Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, W.6.2(a) classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. **INDICATOR** W.6.2(b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Use appropriate transitions to clarify the relationships among ideas and concepts.

INDICATOR

W.6.2(c)

INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.	
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards	
STATE FRAMEWORK		Production and Distribution of Writing	
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards	
STATE FRAMEWORK		Research to Build and Present Knowledge	
GRADE LEVEL EXPECTATION	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
INDICATOR	W.6.9(b)	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").	
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards	
STATE FRAMEWORK		Range of Writing	
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
DOMAIN / CONTENT STANDARD	CT.CC.S L.6.	Speaking and Listening Standards	
STATE FRAMEWORK		Comprehension and Collaboration	
GRADE LEVEL EXPECT ATION	SL.6.1.	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.	
INDICATOR	SL.6.1(a)	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.	
INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles	

INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
DOMAIN / CONTENT ST ANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.4.	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.
INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
CONTENT		Language Standards Vocabulary Acquisition and Use
CONTENT STANDARD		

Grade 7 - Adopted: 2010			
DOMAIN / CONTENT STANDARD	CT.CC.RI .7.	Reading Standards for Informational Text	
STATE FRAMEWORK		Key Ideas and Details	

GRADE LEVEL EXPECTATION	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
DOMAIN / CONTENT STANDARD	CT.CC.RI .7.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

DOMAIN /
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STANDARD

CT.CC.W. Writing Standards

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STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.7.9(b)	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards

STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		Connecticut State Standards
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		Grade 8 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.RI .8.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

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CONTENT
STANDARD

CT.CC.RI Reading Standards for Informational Text .8.

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DOMAIN /	CT.CC.W.	Writing Standards
CONTENT STANDARD	8.	
CONTENT	8.	Research to Build and Present Knowledge

GRADE LEVEL EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.8.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN / CONTENT STANDARD	CT.CC.S L.8.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.

CONTENT STANDARD	8.	
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

DOMAIN /

CT.CC.L. Language Standards

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		Grade 6 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.6.2.	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.
GRADE LEVEL EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings

DOMAIN /
CONTENT
STANDARD

CT.CC.RI Reading Standards for Informational Text .6.

STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.6.7.	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.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2(a)	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.
INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as
EXPECTATION	VV.O.J.	needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / CONTENT STANDARD	CT.CC.W.	
DOMAIN / CONTENT	CT.CC.W.	needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / CONTENT STANDARD	CT.CC.W.	needed by planning, revising, editing, rewriting, or trying a new approach. Writing Standards

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CONTENT
STANDARD

CT.CC.W. Writing Standards 6.

STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.6.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.6.1.	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.
INDICATOR	SL.6.1(a)	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.
INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2(a)	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards	
STATE FRAMEWORK		Vocabulary Acquisition and Use	
GRADE LEVEL EXPECTATION	L.6.4.	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.	
INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	
INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards	
STATE FRAMEWORK		Vocabulary Acquisition and Use	
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
		Connecticut State Standards	
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Grade 7 - Adopted: 2010			
DOMAIN / CONTENT STANDARD	CT.CC.RI .7.	Reading Standards for Informational Text	
STATE FRAMEWORK		Key Ideas and Details	
GRADE LEVEL EXPECTATION	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
GRADE LEVEL EXPECTATION	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	
DOMAIN / CONTENT STANDARD	CT.CC.RI .7.	Reading Standards for Informational Text	
STATE FRAMEWORK		Craft and Structure	
GRADE LEVEL EXPECTATION	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards	
STATE FRAMEWORK		Text Types and Purposes	

GRADE LEVEL EXPECTATION	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	
INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	
INDICATOR	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	
INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.	
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards	
STATE FRAMEWORK		Production and Distribution of Writing	
GRADE LEVEL EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	
GRADE LEVEL EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards	
STATE FRAMEWORK		Research to Build and Present Knowledge	
GRADE LEVEL EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards	
STATE FRAMEWORK		Research to Build and Present Knowledge	
GRADE LEVEL EXPECTATION	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
INDICATOR	W.7.9(b)	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").	

DOMAIN /
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STANDARD

CT.CC.W. Writing Standards

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STATE		Range of Writing
FRAMEWORK		
GRADE LEVEL EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
CONTENT		Vocabulary Acquisition and Use

Language Arts		
Grade 8 - Adopted: 2010		
DOMAIN / CONTENT STANDARD	CT.CC.RI .8.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
DOMAIN / CONTENT STANDARD	CT.CC.RI .8.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CT.CC.W. 8.	Writing Standards
	Production and Distribution of Writing
W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CT.CC.W. 8.	Writing Standards
	Research to Build and Present Knowledge
W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CT.CC.W. 8.	Writing Standards
	Range of Writing
W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
W.8.10. CT.CC.S L.8.	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
CT.CC.S	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.
	W.8.2(c) W.8.2(d) W.8.2(f) CT.CC.W. 8. CT.CC.W. 8.

INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN / CONTENT STANDARD	CT.CC.S L.8.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION

L.8.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 05: Unit 3 Retelling Narrative Stories, p. 41-50

Connecticut State Standards

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Grade 6 - Adopted: 2010		
DOMAIN / CONTENT STANDARD	CT.CC.R L.6.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RL.6.2.	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.
GRADE LEVEL EXPECTATION	RL.6.3.	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.
DOMAIN / CONTENT STANDARD	CT.CC.R L.6.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RL.6.5.	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.
DOMAIN / CONTENT STANDARD	CT.CC.R L.6.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.6.10.	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.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.6.3(a)	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.

INDICATOR	W.6.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
INDICATOR	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.6.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.6.1.	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.
INDICATOR	SL.6.1(a)	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.
INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CONTENT STANDARD	6.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2(a)	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.4.	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.
INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Arts

Grade **7** - Adopted: **2010**

DOMAIN / CONTENT STANDARD

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CT.CC.L. Language Standards

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CT.CC.R Reading Standards for Literature

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
DOMAIN / CONTENT STANDARD	CT.CC.R L.7.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.7.10.	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.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.7.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	W.7.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively;

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CT.CC.W. Writing Standards 7.

Range of Writing

FRAMEWORK		Kange of Wiking
GRADE LEVEL EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN / CONTENT STANDARD

CT.CC.S L.7.

Speaking and Listening Standards

	STATE FRAMEWORK		Comprehension and Collaboration
	GRADE LEVEL EXPECTATION	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
	INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
	INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
	INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
	INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

DOMAIN / CONTENT **STANDARD**

CT.CC.S L.7.

Speaking and Listening Standards

STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

DOMAIN / CONTENT **STANDARD**

7.

CT.CC.L. Language Standards

STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

DOMAIN / CONTENT **STANDARD**

CT.CC.L. Language Standards

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
CONTENT		Language Standards Vocabulary Acquisition and Use

Language Arts		
Grade 8 - Adopted: 2010		
DOMAIN / CONTENT STANDARD	CT.CC.R L.8.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
DOMAIN / CONTENT STANDARD	CT.CC.R L.8.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
DOMAIN / CONTENT STANDARD	CT.CC.R L.8.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.8.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
INDICATOR	W.8.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD	L.8.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN / CONTENT STANDARD	CT.CC.S L.8.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CT.CC.S Speaking and Listening Standards

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STATE FRAMEWORK

CT.CC.L. Language Standards 8.

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Language Arts		
Grade 6 - Adopted: 2010		
DOMAIN / CONTENT STANDARD	CT.CC.R L.6.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RL.6.2.	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.
GRADE LEVEL EXPECTATION	RL.6.3.	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.
DOMAIN / CONTENT STANDARD	CT.CC.R L.6.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RL.6.5.	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.
DOMAIN / CONTENT STANDARD	CT.CC.R L.6.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.6.10.	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.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards

Text Types and Purposes

GRADE LEVEL EXPECTATION	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.6.3(a)	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.
INDICATOR	W.6.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
INDICATOR	W.6.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
INDICATOR	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.6.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.6.1.	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.
INDICATOR	SL.6.1(a)	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.
INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2(a)	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.4.	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.
INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

		Grade 7 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.R L.7.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
DOMAIN / CONTENT STANDARD	CT.CC.R L.7.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.7.10.	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.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECT ATION	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.7.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
INDICATOR	W.7.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	W.7.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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STANDARD	

CT.CC.W. Writing Standards 7.

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN / CONTENT ST ANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Knowledge of Language

GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

		Grade 8 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.R L.8.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
DOMAIN / CONTENT STANDARD	CT.CC.R L.8.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
DOMAIN / CONTENT ST ANDARD	CT.CC.R L.8.	Reading Standards for Literature

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.8.3(b)	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
INDICATOR	W.8.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
INDICATOR	W.8.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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STANDARD

CT.CC.W. Writing Standards 8.

STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.8.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN / CONTENT STANDARD	CT.CC.S L.8.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.

DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Connecticut State Standards

		Grade 6 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.R L.6.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RL.6.2.	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.
GRADE LEVEL EXPECTATION	RL.6.3.	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.
DOMAIN / CONTENT STANDARD	CT.CC.R L.6.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RL.6.5.	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.

DOMAIN / CONTENT STANDARD	CT.CC.R L.6.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.6.10.	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.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.6.3(a)	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.
INDICATOR	W.6.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
INDICATOR	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter

time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and

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audiences.

Speaking and Listening Standards

EXPECTATION

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STANDARD

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.6.1.	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.
INDICATOR	SL.6.1(a)	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.
INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / CONTENT ST ANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2(a)	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
DOMAIN / CONTENT ST ANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.4.	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.
INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		Connecticut State Standards

		Grade 7 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.R L.7.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
DOMAIN / CONTENT STANDARD	CT.CC.R L.7.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.7.10.	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.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.7.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	W.7.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing

GRADE LEVEL EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DOMAIN I CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards
CONTENT		Speaking and Listening Standards Comprehension and Collaboration
CONTENT STANDARD STATE		
CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL	L.7.	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on
STATE FRAMEWORK GRADE LEVEL EXPECTATION	SL.7.1.	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas
STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR	SL.7.1. SL.7.1(a)	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and
STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR	SL.7.1. SL.7.1(a)	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR INDICATOR	SL.7.1(a) SL.7.1(b) SL.7.1(c)	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR INDICATOR INDICATOR INDICATOR DOMAIN / CONTENT	SL.7.1(a) SL.7.1(b) SL.7.1(c) SL.7.1(d) CT.CC.S	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views.

GRADE LEVEL EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CONTENT STANDARD	CT.CC.R L.8.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
DOMAIN / CONTENT ST ANDARD	CT.CC.R L.8.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
DOMAIN / CONTENT STANDARD	CT.CC.R L.8.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
		Text Types and Purposes
STATE FRAMEWORK		
	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
FRAMEWORK GRADE LEVEL	W.8.2. W.8.2(b)	
FRAMEWORK GRADE LEVEL EXPECTATION		Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other
FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR DOMAIN / CONTENT	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR DOMAIN / CONTENT STANDARD STATE	W.8.2(b)	information through the selection, organization, and analysis of relevant content. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Writing Standards
FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL	W.8.2(b) CT.CC.W. 8.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Writing Standards Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective
GRADE LEVEL EXPECTATION INDICATOR DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION	W.8.2(b) CT.CC.W. 8.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Writing Standards 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. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one

CT.CC.R Reading Standards for Literature

DOMAIN /

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.8.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN / CONTENT STANDARD	CT.CC.S L.8.	Speaking and Listening Standards

STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
CONTENT		Language Standards Vocabulary Acquisition and Use

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Connecticut State Standards

		Grade 6 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.R L.6.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details

GRADE LEVEL EXPECTATION	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RL.6.2.	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.
GRADE LEVEL EXPECTATION	RL.6.3.	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.
DOMAIN / CONTENT STANDARD	CT.CC.R L.6.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RL.6.5.	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.
DOMAIN / CONTENT STANDARD	CT.CC.R L.6.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.6.10.	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.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.6.3(a)	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.
INDICATOR	W.6.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
INDICATOR	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing

GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.6.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.6.1.	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.
INDICATOR	SL.6.1(a)	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.
INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2(a)	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.4.	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.
INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

		Grade 7 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.R L.7.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
DOMAIN / CONTENT STANDARD	CT.CC.R L.7.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity

GRADE LEVEL EXPECTATION	RL.7.10.	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.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.7.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	W.7.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DOMAIN / CONTENT ST ANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration

GRADE LEVEL EXPECTATION	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
DOMAIN / CONTENT ST ANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN /	CT.CC.L.	Language Standards
STANDARD		
		Vocabulary Acquisition and Use

Language Arts		
		Grade 8 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.R L.8.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
DOMAIN / CONTENT STANDARD	CT.CC.R L.8.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
DOMAIN / CONTENT STANDARD	CT.CC.R L.8.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.8.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
INDICATOR	W.8.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.8.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration

GRADE LEVEL EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN / CONTENT STANDARD	CT.CC.S L.8.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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		Language Arts
		Grade 6 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.6.2.	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.
GRADE LEVEL EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.6.7.	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.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR	W.6.2(a)	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.
INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
CONTENT		Writing Standards Research to Build and Present Knowledge
CONTENT STANDARD		
STATE FRAMEWORK GRADE LEVEL	6.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and
STATE FRAMEWORK GRADE LEVEL EXPECTATION	6. W.6.9.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. 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
STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR DOMAIN / CONTENT	W.6.9. W.6.9(b)	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. 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").
STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR DOMAIN / CONTENT STANDARD STATE	W.6.9. W.6.9(b)	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. 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"). Writing Standards
STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL	W.6.9. W.6.9(b) CT.CC.W. 6.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. 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"). Writing Standards 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
STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION DOMAIN / CONTENT STANDARD	6. W.6.9. W.6.9(b) CT.CC.W. 6.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. 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"). Writing Standards 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.

GRADE LEVEL EXPECTATION	SL.6.1.	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.
INDICATOR	SL.6.1(a)	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.
INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2(a)	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.4.	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.
INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

		Grade 7 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.RI .7.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
DOMAIN / CONTENT STANDARD	CT.CC.RI .7.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.7.9(b)	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration

GRADE LEVEL EXPECTATION	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
DOMAIN / CONTENT ST ANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Arts			
Grade 8 - Adopted: 2010			
DOMAIN / CONTENT STANDARD	CT.CC.RI .8.	Reading Standards for Informational Text	
STATE FRAMEWORK		Key Ideas and Details	
GRADE LEVEL EXPECTATION	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	
DOMAIN / CONTENT STANDARD	CT.CC.RI .8.	Reading Standards for Informational Text	
STATE FRAMEWORK		Craft and Structure	
GRADE LEVEL EXPECTATION	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards	
STATE FRAMEWORK		Text Types and Purposes	
GRADE LEVEL EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
INDICATOR	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	
INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	

INDICATOR	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.8.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN / CONTENT STANDARD	CT.CC.S L.8.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

		Grade 6 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.R L.6.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RL.6.2.	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.
DOMAIN / CONTENT STANDARD	CT.CC.R L.6.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.6.10.	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.
DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.6.2.	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.
GRADE LEVEL EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text

STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.6.7.	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.
DOMAIN / CONTENT ST ANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2(a)	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.
INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
DOMAIN / CONTENT ST ANDARD	CT.CC.W.	Writing Standards
CONTENT		Writing Standards Production and Distribution of Writing
CONTENT STANDARD		
STATE FRAMEWORK GRADE LEVEL	6.	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
STATE FRAMEWORK GRADE LEVEL EXPECTATION GRADE LEVEL	W.6.4.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With some guidance and support from peers and adults, develop and strengthen writing as
STATE FRAMEWORK GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION DOMAIN / CONTENT	W.6.4. W.6.5.	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.) 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.
CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION DOMAIN / CONTENT STANDARD STATE	W.6.4. W.6.5.	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.) 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. Writing Standards
STATE FRAMEWORK GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL	W.6.4. W.6.5. CT.CC.W. 6.	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.) 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. Writing Standards Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and

STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.6.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.6.1.	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.
INDICATOR	SL.6.1(a)	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.
INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
CONTENT		Language Standards Conventions of Standard English
CONTENT STANDARD		
STATE FRAMEWORK GRADE LEVEL	6.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage
STATE FRAMEWORK GRADE LEVEL EXPECTATION	6. L.6.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR	L.6.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and
STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR INDICATOR DOMAIN / CONTENT	6. L.6.1. L.6.1(d) L.6.1(e)	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR INDICATOR DOMAIN / CONTENT STANDARD STATE	6. L.6.1. L.6.1(d) L.6.1(e)	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. Language Standards
STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR INDICATOR DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL	L.6.1. L.6.1(d) L.6.1(e) CT.CC.L. 6.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization,

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.4.	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.
INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
CONTENT		Language Standards Vocabulary Acquisition and Use

		Grade 7 - Adopted: 2010
		Grade 7 - Adopted. 2010
DOMAIN / CONTENT STANDARD	CT.CC.R L.7.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DOMAIN / CONTENT STANDARD	CT.CC.R L.7.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RL.7.5.	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
DOMAIN / CONTENT STANDARD	CT.CC.R L.7.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.7.10.	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.
DOMAIN / CONTENT ST ANDARD	CT.CC.RI .7.	Reading Standards for Informational Text

STATE		Key Ideas and Details
FRAMEWORK		Ney lucus and Details
GRADE LEVEL EXPECTATION	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
DOMAIN / CONTENT STANDARD	CT.CC.RI .7.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / CONTENT ST ANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.7.9(b)	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

under discussion. INDICATOR SL.7.1(b) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with **INDICATOR** SL.7.1(c) relevant observations and ideas that bring the discussion back on topic as needed. INDICATOR SL.7.1(d) Acknowledge new information expressed by others and, when warranted, modify their own views. DOMAIN / CT.CC.S **Speaking and Listening Standards** CONTENT L.7. STANDARD

STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.7.2(a)	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
CONTENT		Language Standards Knowledge of Language
CONTENT STANDARD		
STATE FRAMEWORK GRADE LEVEL	7.	Knowledge of Language Use Knowledge of Language and its conventions when writing, speaking, reading, or
STATE FRAMEWORK GRADE LEVEL EXPECTATION	7. L.7.3.	Knowledge of Language Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating
STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR DOMAIN / CONTENT	T. L.7.3. L.7.3(a)	Knowledge of Language Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR DOMAIN / CONTENT STANDARD STATE	T. L.7.3. L.7.3(a)	Knowledge of Language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Language Standards
STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL	T. L.7.3. L.7.3(a) CT.CC.L. 7.	Knowledge of Language Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases
STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION	7. L.7.3. L.7.3(a) CT.CC.L. 7.	Knowledge of Language Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
INDICATOR	L.7.5(b)	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
CONTENT		Vocabulary Acquisition and Use

		Grade 8 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.R L.8.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
DOMAIN / CONTENT STANDARD	CT.CC.R L.8.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
DOMAIN / CONTENT STANDARD	CT.CC.R L.8.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
DOMAIN / CONTENT STANDARD	CT.CC.RI .8.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details

GRADE LEVEL EXPECTATION	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
DOMAIN / CONTENT ST ANDARD	CT.CC.RI .8.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge

GRADE LEVEL EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.8.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN / CONTENT STANDARD	CT.CC.S L.8.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.

INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
INDICATOR	L.8.5(b)	Use the relationship between particular words to better understand each of the words.
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 11: Unit 4 Summarizing a Reference, p. 101-108

Connecticut State Standards

		Grade 6 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.6.2.	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.

GRADE LEVEL EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.6.7.	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.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2(a)	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.
INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.6.9(b)	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").
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.6.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.6.1.	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.
	SL.6.1. SL.6.1(a)	teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on
EXPECTATION		teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. 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
INDICATOR	SL.6.1(a)	teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. 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. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles
INDICATOR INDICATOR	SL.6.1(a)	teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. 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. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that
INDICATOR INDICATOR	SL.6.1(a) SL.6.1(b)	teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. 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. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate understanding of multiple perspectives through

 $\label{lem:conventions} \mbox{ Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.}$

Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

GRADE LEVEL EXPECTATION

INDICATOR

L.6.1.

L.6.1(d)

INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / CONTENT ST ANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2(a)	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.4.	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.
INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to
		comprehension or expression.
		Connecticut State Standards
		Connecticut State Standards
DOMAIN / CONTENT STANDARD	CT.CC.RI	Connecticut State Standards Language Arts
CONTENT		Connecticut State Standards Language Arts Grade 7 - Adopted: 2010

 $Analyze \ the \ interactions \ between \ individuals, \ events, \ and \ ideas \ in \ a \ text \ (e.g., \ how \ ideas \ influence$

individuals or events, or how individuals influence ideas or events).

GRADE LEVEL

EXPECTATION

RI.7.3.

DOMAIN / CONTENT STANDARD	CT.CC.RI .7.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards

Research to Build and Present Knowledge

STATE FRAMEWORK

GRADE LEVEL EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.7.9(b)	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards

GRADE LEVEL EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.7.2(a)	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT ST ANDARD	CT.CC.L. 7.	Language Standards

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

		Language Arts		
	Grade 8 - Adopted: 2010			
DOMAIN / CONTENT STANDARD	CT.CC.RI .8.	Reading Standards for Informational Text		
STATE FRAMEWORK		Key Ideas and Details		
GRADE LEVEL EXPECTATION	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.		
DOMAIN / CONTENT STANDARD	CT.CC.RI .8.	Reading Standards for Informational Text		
STATE FRAMEWORK		Craft and Structure		
GRADE LEVEL EXPECTATION	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.		
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards		
STATE FRAMEWORK		Text Types and Purposes		
GRADE LEVEL EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		
INDICATOR	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.		
INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.		
INDICATOR	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.		
INDICATOR	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.		
INDICATOR	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.		

DOMAIN /
CONTENT
STANDARD

CT.CC.W. Writing Standards 8.

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.8.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their

own views in light of the evidence presented.

DOMAIN /	CT.CC.S	Speaking and Listening Standard
CONTENT	L.8.	
STANDARD		

STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Language Arts

Grade 6 - Adopted: 2010

DOMAIN /
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STANDARD

CT.CC.RI Reading Standards for Informational Text .6.

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.6.2.	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.
GRADE LEVEL EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.6.7.	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.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and
		information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2(a)	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.
INDICATOR	W.6.2(a)	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
		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. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information
INDICATOR	W.6.2(b)	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. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

DOMAIN /
CONTENT
STANDARD

CT.CC.W. Writing Standards 6.

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.6.9(b)	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").
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.6.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.6.1.	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.
INDICATOR	SL.6.1(a)	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.
INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through

reflection and paraphrasing.

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2(a)	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.4.	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.
INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION

INDICATOR

W.7.2(f)

explanation presented.

L.6.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Language Arts		
Grade 7 - Adopted: 2010		
DOMAIN / CONTENT STANDARD	CT.CC.RI .7.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
DOMAIN / CONTENT STANDARD	CT.CC.RI .7.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
DOMAIN / CONTENT ST ANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

Provide a concluding statement or section that follows from and supports the information or

DOMAIN /
CONTENT
STANDARD

CT.CC.W.	Writing	Standards
7.		

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.7.9(b)	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.7.2(a)	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
DOMAIN / CONTENT ST ANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

		Grade 8 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.RI .8.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
DOMAIN / CONTENT STANDARD	CT.CC.RI .8.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.8.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration

GRADE LEVEL EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN / CONTENT STANDARD	CT.CC.S L.8.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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		Language Arts
		Grade 6 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.6.3(a)	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.
INDICATOR	W.6.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
INDICATOR	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN / CONTENT STANDARD	CT.CC.S L.6.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.6.1.	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.
INDICATOR	SL.6.1(a)	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.
INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / CONTENT ST ANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2(a)	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.

CT.CC.S Speaking and Listening Standards

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STANDARD

CT.CC.L. Language Standards 6.

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Connecticut State Standards

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		Grade 7 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.7.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	W.7.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards

STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN /	CT.CC.S	Speaking and Listening Standards
CONTENT STANDARD	L.7.	
		Presentation of Knowledge and Ideas
STANDARD		
STATE FRAMEWORK GRADE LEVEL	L.7.	Presentation of Knowledge and Ideas Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate
STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION DOMAIN / CONTENT	SL.7.4.	Presentation of Knowledge and Ideas Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION DOMAIN / CONTENT STANDARD STATE	SL.7.4.	Presentation of Knowledge and Ideas Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. Language Standards
STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL	SL.7.4. CT.CC.L. 7.	Presentation of Knowledge and Ideas Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage
STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION	SL.7.4. CT.CC.L. 7.	Presentation of Knowledge and Ideas Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Choose among simple, compound, complex, and compound-complex sentences to signal
STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR DOMAIN / CONTENT	L.7.4. CT.CC.L. 7. L.7.1(b)	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR DOMAIN / CONTENT STANDARD STATE STANDARD	L.7.4. CT.CC.L. 7. L.7.1(b)	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Language Standards

INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.			
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards			
STATE FRAMEWORK		Vocabulary Acquisition and Use			
GRADE LEVEL EXPECTATION	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.			
Connecticut State Standards					
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Grade 8 - Adopted: 2010					
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards			
STATE FRAMEWORK		Text Types and Purposes			
GRADE LEVEL EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.			
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards			
STATE FRAMEWORK		Text Types and Purposes			
GRADE LEVEL EXPECTATION	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.			
INDICATOR	W.8.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.			
INDICATOR	W.8.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.			
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards			
STATE FRAMEWORK		Production and Distribution of Writing			
GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)			
GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.			

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CONTENT
STANDARD

CT.CC.W.	Writing	Standards
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STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.8.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN / CONTENT STANDARD	CT.CC.S L.8.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Conventions of Standard English

GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / CONTENT	CT.CC.L.	Language Standards
STANDARD	0.	
STANDARD STATE FRAMEWORK	S.	Vocabulary Acquisition and Use

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Connecticut State Standards

Language Arts

Grade 6 - Adopted: 2010

Grade 6 - Adopted: 2010		
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.6.3(a)	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.
INDICATOR	W.6.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
INDICATOR	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.6.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.6.1.	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.
INDICATOR	SL.6.1(a)	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.
INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.6.2(a)	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
CT.CC.L. 6.	Language Standards
	Knowledge of Language
L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
CT.CC.L. 6.	Language Standards
	Vocabulary Acquisition and Use
	CT.CC.L. 6. L.6.3. L.6.3(a)

Grade 7 - Adopted: 2010		
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.7.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	W.7.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Conventions of Standard English

GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 8 - Adopted: 2010		
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
DOMAIN /		
CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
CONTENT		Text Types and Purposes
CONTENT STANDARD		
CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL	8.	Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective

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STANDARD

CT.CC.W. Writing Standards 8.

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	W.8.10. CT.CC.S L.8.	time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and
DOMAIN / CONTENT	CT.CC.S	time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S	time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards
DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL	CT.CC.S L.8.	time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on
DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION	CT.CC.S L.8.	time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas
DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION	CT.CC.S L.8. SL.8.1.	time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions and decision-making, track progress toward specific goals

STANDARD	2.0.	
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking and Listening Standards

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Language Arts

CT.CC.W. Writing Standards 6.

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STANDARD		
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.6.3(a)	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.
INDICATOR	W.6.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

INDICATOR	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.6.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.6.1.	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.
INDICATOR	SL.6.1(a)	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.
INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Conventions of Standard English

GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2(a)	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 7 - Adopted: 2010		
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.7.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	W.7.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.

DOMAIN /
CONTENT
STANDARD

CT.CC.W. Writing Standards 7.

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		Connecticut State Standards
Language Arts		
		Grade 8 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes

 $Write\ informative/explanatory\ texts\ to\ examine\ a\ topic\ and\ convey\ ideas,\ concepts,\ and\ information\ through\ the\ selection,\ organization,\ and\ analysis\ of\ relevant\ content.$

FRAMEWORK

GRADE LEVEL EXPECTATION

W.8.2.

INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.8.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
INDICATOR	W.8.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.8.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration

GRADE LEVEL EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN / CONTENT STANDARD	CT.CC.S L.8.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Connecticut State Standards

DOMAIN /
CONTENT
STANDARD

CT.CC.RI Reading Standards for Informational Text .6.

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.6.2.	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.
GRADE LEVEL EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.6.7.	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.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2(a)	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.
INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.

DOMAIN /
CONTENT
STANDARD

CT.CC.W. Writing Standards 6.

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GRADE LEVEL EXPECTATION	W.6.8.	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.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.6.9(b)	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").
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.6.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	SL.6.1.	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.

INDICATOR	SL.6.1(a)	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.
INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2(a)	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.4.	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.

INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT ST ANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
PRAWEWORK		

		Language Arts
		Grade 7 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.RI .7.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
DOMAIN / CONTENT STANDARD	CT.CC.RI .7.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.7.9(b)	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECT ATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
CONTENT		Vocabulary Acquisition and Use

		Language Arts
		Grade 8 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.RI .8.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
DOMAIN / CONTENT STANDARD	CT.CC.RI .8.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

INDICATOR Will 2(b) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quoistions, or other information and examples. INDICATOR Will 2(c) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. INDICATOR Will 2(f) Provide a concluding statement or section that follows from and supports the information or explaination presented. DOMAIN I CONTENT STANDARD CT.CC.W. BY Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience, (Crade-specific expectations for writing types are defined in standards 1-3 above.) GRADE LEVEL EXPECTATION Will some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, terming, or syring a new approach, flocusing on how well purpose and audience have been addressed. CT.CC.W. Writing Standards STATE Research to Build and Present Knowledge Resea	INDICATOR W.8.2(c) Use appropriate and varied variations to create cohesion and clarify the relationships among ideas and concepts. INDICATOR W.8.2(d) Use precise language and domain-specific vocabulary to inform about or explain the topic. INDICATOR W.8.2(d) Provide a concluding statement or section that follows from and supports the information or explanation presented. CT.CC.W. Writing Standards STATE FRAMEWORK Production and Distribution of Writing FRAMEWORK Production and Distribution of Writing FRAMEWORK Production and Distribution of Writing FRAMEWORK RADE LEVEL EXPECTATION W.8.5. Wifting Standards W.8.5. Wifting Standards CT.CC.W. Writing Standards CT.CC.W. Conduct short research projects to answer a question (ricluding a self-generated questions that allow for multiple avenues of exploration. CRADE LEVEL EXPECTATION CT.CC.W. Writing Standards CT.CC.S. Speaking and Listening Standards CT.CC.S. Speaking and Listening Standards CT.CC.S. Speaking and Listening Standards			
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GRADE LEVEL EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN / CONTENT STANDARD	CT.CC.S L.8.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 17: Unit 6 Summarizing Multiple References, p. 159-174

Connecticut State Standards

DOMAIN / CONTENT STANDARD CT.CC.RI Reading Standards for Informational Text Key Ideas and Details FRAMEWORK GRADE LEVEL EXPECTATION RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. GRADE LEVEL EXPECTATION RI.6.2. 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. GRADE LEVEL EXPECTATION RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). DOMAIN / CONTENT STANDARD CT.CC.RI Reading Standards for Informational Text CT.CC.RI CARDE LEVEL EXPECTATION CT.CC.RI CARDE LEVEL CONTENTS AND			Language Arts
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GRADE LEVEL EXPECTATION RI.6.2. 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. GRADE LEVEL EXPECTATION RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). DOMAIN / CONTENT STANDARD CT.CC.RI Reading Standards for Informational Text GRADE LEVEL EXPECTATION RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings DOMAIN / CONTENT .6. CT.CC.RI Reading Standards for Informational Text			Key Ideas and Details
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DOMAIN / CONTENT STANDARD CT.CC.RI Reading Standards for Informational Text Craft and Structure Craft and Structure GRADE LEVEL EXPECTATION RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings CT.CC.RI Reading Standards for Informational Text CONTENT .6.		RI.6.2.	
CONTENT STANDARD .6. STATE FRAMEWORK Craft and Structure GRADE LEVEL EXPECTATION RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings DOMAIN / CT.CC.RI Reading Standards for Informational Text .6.		RI.6.3.	
GRADE LEVEL EXPECTATION RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings DOMAIN / CT.CC.RI Reading Standards for Informational Text .6.	CONTENT		Reading Standards for Informational Text
DOMAIN / CT.CC.RI Reading Standards for Informational Text CONTENT .6.			Craft and Structure
CONTENT .6.		RI.6.4.	
	CONTENT		Reading Standards for Informational Text
STATE Integration of Knowledge and Ideas FRAMEWORK			Integration of Knowledge and Ideas
GRADE LEVEL RI.6.7. 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.		RI.6.7.	
DOMAIN / CT.CC.W. Writing Standards CONTENT 6. STANDARD	CONTENT		Writing Standards
STATE Text Types and Purposes FRAMEWORK			Text Types and Purposes
GRADE LEVEL W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		W.6.2.	

INDICATOR	W.6.2(a)	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.
INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
CONTENT		Writing Standards Research to Build and Present Knowledge
CONTENT STANDARD STATE		
STATE FRAMEWORK GRADE LEVEL	6.	Research to Build and Present Knowledge Conduct short research projects to answer a question, drawing on several sources and refocusing
STATE FRAMEWORK GRADE LEVEL EXPECTATION GRADE LEVEL	6. W.6.7.	Research to Build and Present Knowledge Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. 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
CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION DOMAIN / CONTENT	W.6.7.W.6.8.	Research to Build and Present Knowledge Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. 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.
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STATE FRAMEWORK GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL	W.6.7. W.6.8. CT.CC.W. 6.	Research to Build and Present Knowledge Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. 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. Writing Standards Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and

STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.6.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.6.1.	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.
INDICATOR	SL.6.1(a)	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.
INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
CONTENT		Language Standards Conventions of Standard English
CONTENT STANDARD		
STATE FRAMEWORK GRADE LEVEL	6.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage
STATE FRAMEWORK GRADE LEVEL EXPECTATION	6. L.6.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR	L.6.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and
STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR INDICATOR DOMAIN / CONTENT	6. L.6.1. L.6.1(d) L.6.1(e)	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR INDICATOR DOMAIN / CONTENT STANDARD STATE	6. L.6.1. L.6.1(d) L.6.1(e)	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. Language Standards
STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR INDICATOR DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL	L.6.1. L.6.1(d) L.6.1(e) CT.CC.L. 6.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization,

STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.4.	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.
INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT ST ANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 7 - Adopted: 2010			
DOMAIN / CONTENT STANDARD	CT.CC.RI .7.	Reading Standards for Informational Text	
STATE FRAMEWORK		Key Ideas and Details	
GRADE LEVEL EXPECTATION	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
GRADE LEVEL EXPECTATION	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	
DOMAIN / CONTENT STANDARD	CT.CC.RI .7.	Reading Standards for Informational Text	
STATE FRAMEWORK		Craft and Structure	

GRADE LEVEL EXPECTATION	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
CONTENT		Writing Standards Production and Distribution of Writing
CONTENT STANDARD		ŭ
STATE FRAMEWORK GRADE LEVEL	7.	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
STATE FRAMEWORK GRADE LEVEL EXPECTATION GRADE LEVEL	7. W.7.4.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well
CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION DOMAIN / CONTENT	W.7.4.W.7.5.CT.CC.W.	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.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STATE FRAMEWORK GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION DOMAIN / CONTENT STANDARD STATE	W.7.4.W.7.5.CT.CC.W.	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.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Writing Standards

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.7.9(b)	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Conventions of Standard English

GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Grade 8 - Adopted: 2010			
DOMAIN / CONTENT STANDARD	CT.CC.RI .8.	Reading Standards for Informational Text	
STATE FRAMEWORK		Key Ideas and Details	
GRADE LEVEL EXPECTATION	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	

DOMAIN /
CONTENT
STANDARD

CT.CC.RI Reading Standards for Informational Text .8.

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / CONTENT ST ANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge

GRADE LEVEL EXPECTATION	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GRADE LEVEL EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.8.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN / CONTENT STANDARD	CT.CC.S L.8.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Conventions of Standard English

GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grade 6 - Adopted: 2010		
DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.6.2.	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.
GRADE LEVEL EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

STANDARD	.6.	
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.6.7.	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.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2(a)	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.
INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CT.CC.RI Reading Standards for Informational Text

DOMAIN / CONTENT

.6.

DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GRADE LEVEL EXPECTATION	W.6.8.	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.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.6.9(b)	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").
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.6.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	SL.6.1.	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.
INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.6.1.	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.
INDICATOR	SL.6.1(a)	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.
INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2(a)	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.4.	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.
INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION

L.6.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Connecticut State Standards

Language Arts				
Grade 7 - Adopted: 2010				
DOMAIN / CONTENT STANDARD	CT.CC.RI .7.	Reading Standards for Informational Text		
STATE FRAMEWORK		Key Ideas and Details		
GRADE LEVEL EXPECTATION	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		
GRADE LEVEL EXPECTATION	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).		
DOMAIN / CONTENT STANDARD	CT.CC.RI .7.	Reading Standards for Informational Text		
STATE FRAMEWORK		Craft and Structure		
GRADE LEVEL EXPECTATION	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.		
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards		
STATE FRAMEWORK		Text Types and Purposes		
GRADE LEVEL EXPECTATION	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		
INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.		
INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.		
INDICATOR	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.		
INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.		
INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.		

DOMAIN /
CONTENT
STANDARD

CT.CC.W. Writing Standards 7.

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.7.9(b)	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECT ATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

INDICATOR	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		Connecticut State Standards
		Language Arts
		Grade 8 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.RI .8.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
DOMAIN / CONTENT STANDARD	CT.CC.RI .8.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

INDICATOR

W.8.2(d)

INDICATOR	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GRADE LEVEL EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.8.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN / CONTENT STANDARD	CT.CC.S L.8.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

		Grade 6 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.6.2.	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.
GRADE LEVEL EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.6.7.	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.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2(a)	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.
INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

INDICATOR	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GRADE LEVEL EXPECTATION	W.6.8.	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.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.6.9(b)	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").
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD	L.U.	
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.6.1.	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.
INDICATOR	SL.6.1(a)	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.
INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2(a)	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.

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L.6.

Speaking and Listening Standards

DOMAIN /

CONTENT

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.4.	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.
INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

		Grade 7 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.RI .7.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
DOMAIN / CONTENT STANDARD	CT.CC.RI .7.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes

GRADE LEVEL EXPECTATION	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
GRADE LEVEL EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

INDICATOR	W.7.9(b)	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

DOMAIN /	CT.CC.L.	Language Standards
CONTENT	7.	
STANDARD		

STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 8 - Adopted: 2010		
DOMAIN / CONTENT STANDARD	CT.CC.RI .8.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
DOMAIN / CONTENT STANDARD	CT.CC.RI .8.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure

GRADE LEVEL EXPECTATION	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
CONTENT		Writing Standards Production and Distribution of Writing
CONTENT STANDARD STATE		
STATE FRAMEWORK GRADE LEVEL	8.	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
STATE FRAMEWORK GRADE LEVEL EXPECTATION GRADE LEVEL	8. W.8.4.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well
STATE FRAMEWORK GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION DOMAIN / CONTENT	W.8.4.W.8.5.CT.CC.W.	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.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION DOMAIN / CONTENT STANDARD STATE	W.8.4.W.8.5.CT.CC.W.	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.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Writing Standards

DOMAIN /
CONTENT
STANDARD

CT.CC.W. Writing Standards 8.

STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.8.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN / CONTENT STANDARD	CT.CC.S L.8.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.

DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2(a)	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.
INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.

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STANDARD

CT.CC.W. Writing Standards 6.

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.8.	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.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.6.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.6.1.	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.
INDICATOR	SL.6.1(a)	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.
INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards

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ORK		Text Types and Purposes
EVEL ATION	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, or information through the selection, organization, and analysis of relevant or

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

INDICATOR	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
	SL.7.1.	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

DOMAIN /
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STANDARD

CT.CC.W. Writing Standards 8.

STATE		Text Types and Purposes
FRAMEWORK		real rypes and raiposes
GRADE LEVEL EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
	W.8.4.	appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are
EXPECTATION GRADE LEVEL		appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well
GRADE LEVEL EXPECTATION DOMAIN / CONTENT	W.8.5.	appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GRADE LEVEL EXPECTATION DOMAIN / CONTENT STANDARD	W.8.5.	appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Writing Standards
GRADE LEVEL EXPECTATION DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL	W.8.5. CT.CC.W. 8.	appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Writing Standards Research to Build and Present Knowledge Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and

GRADE LEVEL EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.8.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN / CONTENT STANDARD	CT.CC.S L.8.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION

L.8.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2(a)	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.
INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge

GRADE LEVEL EXPECTATION	W.6.8.	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.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.6.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.6.1.	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.
INDICATOR	SL.6.1(a)	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.
INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Knowledge of Language

GRADE LEVEL EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

		Language Arts
		Grade 7 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL		Engage effectively in a range of collaborative discussions (one-on-one, in groups, and
EXPECTATION	SL.7.1.	teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
	SL.7.1(a)	teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on
EXPECTATION		teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas
INDICATOR	SL.7.1(a)	teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and
INDICATOR INDICATOR	SL.7.1(a)	teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with
INDICATOR INDICATOR INDICATOR	SL.7.1(a) SL.7.1(b)	teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATOR INDICATOR INDICATOR INDICATOR INDICATOR DOMAIN / CONTENT	SL.7.1(a) SL.7.1(b) SL.7.1(c) SL.7.1(d)	teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views.

DOMAIN /	CT.CC.L.	Language Standards
CONTENT	7.	
STANDARD		

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 8 - Adopted: 2010		
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

INDICATOR	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.8.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on
EXPECTATION		others' ideas and expressing their own clearly.
INDICATOR	SL.8.1(a)	

INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN / CONTENT STANDARD	CT.CC.S L.8.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Grade 6 - Adopted: 2010		
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR	W.6.2(a)	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.
INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.8.	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.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.6.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.6.1.	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.

INDICATOR	SL.6.1(a)	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.
INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN /		
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
CONTENT		Knowledge of Language
CONTENT STANDARD STATE		
STATE FRAMEWORK GRADE LEVEL	6.	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or
STATE FRAMEWORK GRADE LEVEL EXPECTATION	6. L.6.3.	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening.
STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR DOMAIN / CONTENT	6. L.6.3. L.6.3(a) CT.CC.L.	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vary sentence patterns for meaning, reader/ listener interest, and style.
CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR DOMAIN / CONTENT STANDARD STATE	6. L.6.3. L.6.3(a) CT.CC.L.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vary sentence patterns for meaning, reader/ listener interest, and style. Language Standards
CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL	6. L.6.3. L.6.3(a) CT.CC.L. 6.	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vary sentence patterns for meaning, reader/ listener interest, and style. Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases
STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION	6. L.6.3. L.6.3(a) CT.CC.L. 6.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vary sentence patterns for meaning, reader/ listener interest, and style. Language Standards 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. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to
STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR DOMAIN / CONTENT	6. L.6.3. L.6.3(a) CT.CC.L. 6. L.6.4(c)	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vary sentence patterns for meaning, reader/ listener interest, and style. Language Standards 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. 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.

GRADE LEVEL EXPECTATION

L.6.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge

GRADE LEVEL EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

DOMAIN /	CT.CC.L.	Language Standards
CONTENT	7.	
STANDARD		

STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.7.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 8 - Adopted: 2010				
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards		
STATE FRAMEWORK		Text Types and Purposes		
GRADE LEVEL EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		
INDICATOR	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.		
INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.		
INDICATOR	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.		

INDICATOR	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.8.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
	SL.8.1.	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
FRAMEWORK GRADE LEVEL	SL.8.1. SL.8.1(a)	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on

INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	
INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	
DOMAIN / CONTENT STANDARD	CT.CC.S L.8.	Speaking and Listening Standards	
STATE FRAMEWORK		Presentation of Knowledge and Ideas	
GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards	
STATE FRAMEWORK		Conventions of Standard English	
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.	
INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.	
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards	
STATE FRAMEWORK		Vocabulary Acquisition and Use	
GRADE LEVEL EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	
INDICATOR	L.8.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards	
STATE FRAMEWORK		Vocabulary Acquisition and Use	
GRADE LEVEL EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	

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DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2(a)	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.
INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.8.	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.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN / CONTENT STANDARD	CT.CC.S L.6.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.6.1.	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.
INDICATOR	SL.6.1(a)	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.
INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use

Language Arts

Grade **7** - Adopted: **2010**

		Grade 7 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

DOMAIN /
CONTENT
STANDARD

CT.CC.W. Writing Standards 7.

STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards

STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
CONTENT		Vocabulary Acquisition and Use

Crode 9. Adopted 2010			
Grade 8 - Adopted: 2010			
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards	
STATE FRAMEWORK		Text Types and Purposes	
GRADE LEVEL EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
INDICATOR	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	
INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	
INDICATOR	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	
INDICATOR	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
INDICATOR	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.	
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards	
STATE FRAMEWORK		Production and Distribution of Writing	
GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	

GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.8.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN / CONTENT STANDARD	CT.CC.S L.8.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECT ATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to

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comprehension or expression.

Connecticut State Standards

Grade 6 - Adopted: 2010		
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECT ATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.6.3(a)	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.
INDICATOR	W.6.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

INDICATOR	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
INDICATOR	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.8.	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.
DOMAIN /	CT.CC.W.	
CONTENT STANDARD	6.	Writing Standards
CONTENT		Range of Writing
CONTENT STANDARD STATE		
STATE FRAMEWORK GRADE LEVEL	6.	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
CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION DOMAIN / CONTENT	W.6.10.	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.
STATE FRAMEWORK GRADE LEVEL EXPECTATION DOMAIN / CONTENT STANDARD STATE	W.6.10.	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. Speaking and Listening Standards
CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL	W.6.10. CT.CC.S L.6.	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. Speaking and Listening Standards 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
CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION	CT.CC.S L.6.	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. Speaking and Listening Standards 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. 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

INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 7 - Adopted: 2010		
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.7.3(a)	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
INDICATOR	W.7.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	W.7.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

		Grade 8 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.8.3(a)	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
INDICATOR	W.8.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
INDICATOR	W.8.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DOMAIN / CONTENT ST ANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

DOMAIN /
CONTENT
STANDARD

CT.CC.W. Writing Standards 8.

STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.8.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN / CONTENT STANDARD	CT.CC.S L.8.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1(a)	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.

INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Connecticut State Standards

Language Arts

Grade 6 - Adopted: 2010 DOMAIN / CT.CC.W. **Writing Standards** CONTENT **STANDARD** STATE **Text Types and Purposes FRAMEWORK GRADE LEVEL** W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and **EXPECT ATION** information through the selection, organization, and analysis of relevant content. INDICATOR W.6.2(a) 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. **INDICATOR** W.6.2(b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **INDICATOR** W.6.2(c) Use appropriate transitions to clarify the relationships among ideas and concepts. W.6.2(d) INDICATOR Use precise language and domain-specific vocabulary to inform about or explain the topic. **INDICATOR** W.6.2(f) Provide a concluding statement or section that follows from the information or explanation presented. DOMAIN / CT.CC.W. **Writing Standards** CONTENT **STANDARD** STATE **Production and Distribution of Writing FRAMEWORK GRADE LEVEL** W.6.4. Produce clear and coherent writing in which the development, organization, and style are **EXPECTATION** appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) **GRADE LEVEL** W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as **EXPECTATION** needed by planning, revising, editing, rewriting, or trying a new approach.

DOMAIN / CONTENT STANDARD
STATE

CT.CC.W. Writing Standards 6.

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GRADE LEVEL EXPECTATION	W.6.8.	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.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.6.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.6.1.	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.
INDICATOR	SL.6.1(a)	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.
INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Vary sentence patterns for meaning, reader/ listener interest, and style. Language Standards
DOMAIN / CONTENT	CT.CC.L.	

		Grade 7 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN / CONTENT ST ANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards

STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
CONTENT		Language Standards Vocabulary Acquisition and Use

		Grade 8 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

INDICATOR Will 2(b) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quoistions, or other information and examples. INDICATOR Will 2(c) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. INDICATOR Will 2(f) Provide a concluding statement or section that follows from and supports the information or explaination presented. DOMAIN I CONTENT STANDARD CT.CC.W. BY Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience, (Crade-specific expectations for writing types are defined in standards 1-3 above.) GRADE LEVEL EXPECTATION Will some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, terming, or syring a new approach, flocusing on how well purpose and audience have been addressed. CT.CC.W. Writing Standards STATE Research to Build and Present Knowledge Resea	INDICATOR W.8.2(c) Use appropriate and varied variations to create cohesion and clarify the relationships among ideas and concepts. INDICATOR W.8.2(d) Use precise language and domain-specific vocabulary to inform about or explain the topic. INDICATOR W.8.2(d) Provide a concluding statement or section that follows from and supports the information or explanation presented. CT.CC.W. Writing Standards STATE FRAMEWORK Production and Distribution of Writing FRAMEWORK Production and Distribution of Writing FRAMEWORK Production and Distribution of Writing FRAMEWORK RADE LEVEL EXPECTATION W.8.5. Wifting Standards W.8.5. Wifting Standards CT.CC.W. Writing Standards CT.CC.W. Conduct short research projects to answer a question (ricluding a self-generated questions that allow for multiple avenues of exploration. CRADE LEVEL EXPECTATION CT.CC.W. Writing Standards CT.CC.S. Speaking and Listening Standards CT.CC.S. Speaking and Listening Standards CT.CC.S. Speaking and Listening Standards			
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Assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. DOMAIN / CONTENT STANDARD STATE FRAMEWORK Range of Writing Wite 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. DOMAIN / CONTENT STANDARD CT.CC.S Speaking and Listening Standards CT.CC.S Speaking and Listening Standards	Assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. DOMAIN / CONTENT STANDARD STATE RAMEWORK Range of Writing Range of Writing Wite 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. DOMAIN / CONTENT STANDARD CT.CC.S Speaking and Listening Standards STATE Comprehension and Collaboration	TRAMEWORK		
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GRADE LEVEL EXPECTATION 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. DOMAIN / CONTENT STANDARD CT.CC.S L.8. Speaking and Listening Standards	GRADE LEVEL EXPECTATION 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. CT.CC.S CONTENT STANDARD CT.CC.S L.8. Comprehension and Collaboration	GRADE LEVEL EXPECTATION		drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and
time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. DOMAIN / CT.CC.S	time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. DOMAIN / CONTENT STANDARD CT.CC.S L.8. Speaking and Listening Standards Comprehension and Collaboration	GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION DOMAIN / CONTENT	W.8.8.	drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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STATE Comprehension and Collaboration		GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL	W.8.8. CT.CC.W. 8.	drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. Writing Standards 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
FRAMEWORK		GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION DOMAIN / CONTENT	W.8.8. CT.CC.W. 8. W.8.10.	drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. Writing Standards 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.

GRADE LEVEL EXPECT ATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN / CONTENT STANDARD	CT.CC.S L.8.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1(a)	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Connecticut State Standards

		Grade 6 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.6.2.	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.
GRADE LEVEL EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.6.7.	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.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2(a)	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.
INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GRADE LEVEL EXPECTATION	W.6.8.	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.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.6.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.6.1.	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.
INDICATOR	SL.6.1(a)	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.
INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	
INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards	
STATE FRAMEWORK		Conventions of Standard English	
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards	
STATE FRAMEWORK		Knowledge of Language	
GRADE LEVEL EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
INDICATOR	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.	
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards	
STATE FRAMEWORK		Vocabulary Acquisition and Use	
GRADE LEVEL EXPECT ATION	L.6.4.	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.	
INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	
INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards	
STATE FRAMEWORK		Vocabulary Acquisition and Use	
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	

		Grade 7 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.RI .7.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
DOMAIN / CONTENT STANDARD	CT.CC.RI .7.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing

GRADE LEVEL EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	
GRADE LEVEL EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards	
STATE FRAMEWORK		Research to Build and Present Knowledge	
GRADE LEVEL EXPECTATION	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	
GRADE LEVEL EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards	
STATE FRAMEWORK		Range of Writing	
GRADE LEVEL EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards	
STATE FRAMEWORK		Comprehension and Collaboration	
GRADE LEVEL EXPECTATION	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	
INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	
INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	
INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	
INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.	
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards	

STATE FRAMEWORK		Presentation of Knowledge and Ideas	
GRADE LEVEL EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards	
STATE FRAMEWORK		Conventions of Standard English	
GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
INDICATOR	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards	
STATE FRAMEWORK		Knowledge of Language	
GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.	
INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards	
STATE FRAMEWORK		Vocabulary Acquisition and Use	
GRADE LEVEL EXPECTATION	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	
INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	
INDICATOR	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards	
STATE FRAMEWORK		Vocabulary Acquisition and Use	

Grad	e 8 -	Ador	oted:	2010

		Grade 0 - Adopted, 2010
DOMAIN / CONTENT STANDARD	CT.CC.RI .8.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.8.3.	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
DOMAIN / CONTENT STANDARD	CT.CC.RI .8.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing

GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	
GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards	
STATE FRAMEWORK		Research to Build and Present Knowledge	
GRADE LEVEL EXPECTATION	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	
GRADE LEVEL EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards	
STATE FRAMEWORK		Range of Writing	
GRADE LEVEL EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
DOMAIN / CONTENT STANDARD	CT.CC.S L.8.	Speaking and Listening Standards	
STATE FRAMEWORK		Comprehension and Collaboration	
GRADE LEVEL EXPECT ATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	
INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	
INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	
INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	

DOMAIN / CONTENT STANDARD	CT.CC.S L.8.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1(a)	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Connecticut State Standards

DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.6.7.	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.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2(a)	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.
INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / CONTENT ST ANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge

the inquiry when appropriate.

Conduct short research projects to answer a question, drawing on several sources and refocusing

GRADE LEVEL

EXPECTATION

W.6.7.

GRADE LEVEL EXPECTATION	W.6.8.	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.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.6.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.6.1.	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.
INDICATOR	SL.6.1(a)	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.
INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Knowledge of Language

GRADE LEVEL EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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	Grade 7 - Adopted: 2010			
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards		
STATE FRAMEWORK		Text Types and Purposes		
GRADE LEVEL EXPECTATION	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		
INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.		
INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.		
INDICATOR	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.		
INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.		
INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.		
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards		
STATE FRAMEWORK		Production and Distribution of Writing		
GRADE LEVEL EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)		

GRADE LEVEL EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
GRADE LEVEL EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards
CONTENT		Speaking and Listening Standards Comprehension and Collaboration
CONTENT STANDARD		
STATE FRAMEWORK GRADE LEVEL	L.7.	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on
STATE FRAMEWORK GRADE LEVEL EXPECTATION	SL.7.1.	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas
STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR	SL.7.1. SL.7.1(a)	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and
STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR	SL.7.1. SL.7.1(a)	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR INDICATOR	SL.7.1(a) SL.7.1(b) SL.7.1(c)	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

GRADE LEVEL EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Grade 8 - Adopted: 2010			
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards	
STATE FRAMEWORK		Text Types and Purposes	
GRADE LEVEL EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
INDICATOR	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	
INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	

INDICATOR	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GRADE LEVEL EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.8.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN / CONTENT STANDARD	CT.CC.S L.8.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
CONTENT		Language Standards Conventions of Standard English
CONTENT STANDARD STATE		
STATE FRAMEWORK GRADE LEVEL	8.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage
STATE FRAMEWORK GRADE LEVEL EXPECTATION	8. L.8.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in
STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR	L.8.1. L.8.1(a)	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR INDICATOR	L.8.1. L.8.1(a) L.8.1(b)	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. Form and use verbs in the active and passive voice.
STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR INDICATOR INDICATOR DOMAIN / CONTENT	8. L.8.1. L.8.1(a) L.8.1(b) CT.CC.L.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. Form and use verbs in the active and passive voice. Recognize and correct inappropriate shifts in verb voice and mood.

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DOMAIN / CONTENT STANDARD	CT.CC.R L.6.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RL.6.2.	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.
GRADE LEVEL EXPECTATION	RL.6.3.	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.
DOMAIN / CONTENT STANDARD	CT.CC.R L.6.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RL.6.5.	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.
DOMAIN / CONTENT STANDARD	CT.CC.R L.6.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.6.10.	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.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are

defined in standards 1-3 above.)

GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GRADE LEVEL EXPECTATION	W.6.8.	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.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.6.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.6.1.	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.
INDICATOR	SL.6.1(a)	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.
INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.4.	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.
INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

		Grade 7 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.R L.7.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

DOMAIN / CONTENT STANDARD	CT.CC.R L.7.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.7.10.	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.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
DOMAIN / CONTENT ST ANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD	L.7.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECT ATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards

CT.CC.S Speaking and Listening Standards

DOMAIN /

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
CONTENT		Language Standards Vocabulary Acquisition and Use

		Language Arts
		Grade 8 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.R L.8.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
DOMAIN / CONTENT STANDARD	CT.CC.R L.8.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
DOMAIN / CONTENT STANDARD	CT.CC.R L.8.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GRADE LEVEL EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.8.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN / CONTENT STANDARD	CT.CC.S L.8.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECT ATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1(a)	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Connecticut State Standards

		Language Arts
		Grade 6 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.R L.6.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.6.2.	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.
GRADE LEVEL EXPECTATION	RL.6.3.	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.
DOMAIN / CONTENT STANDARD	CT.CC.R L.6.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RL.6.5.	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.
DOMAIN / CONTENT STANDARD	CT.CC.R L.6.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.6.10.	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.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECT ATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

DOMAIN /
CONTENT
STANDARD

CT.CC.W. Writing Standards

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GRADE LEVEL EXPECTATION	W.6.8.	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.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT ST ANDARD	CT.CC.S L.6.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.6.1.	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.
INDICATOR	SL.6.1(a)	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.
INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
INDICATOR	L.6.3(b)	Maintain consistency in style and tone.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		Connecticut State Standards

		Grade 7 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.R L.7.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
DOMAIN / CONTENT STANDARD	CT.CC.R L.7.	Reading Standards for Literature

STATE FRAMEWORK Range of Reading and Level of Text Complexity FRAMEWORK GRADE LEVEL EXPECTATION PL7.10. By the end of the year, read and comprehend literature, including states, dramas, and poems, in the grades 6-th text complexity band proficiently, with scattoding as needed at the right end of the range. Toxt Types and Purposes FRAMEWORK GRADE LEVEL FRAMEWORK Toxt Types and Purposes FRAMEWORK GRADE LEVEL FRAMEWORK NV.2.0; Writing Standards T. Downop the topic with relevant tacts, definitions, concrete details, quotations, or other information and examples. Production and Distribution of Writing FRAMEWORK GRADE LEVEL EXPECTATION VV.7.1. Produce clear and coherent witing 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.) GRADE LEVEL EXPECTATION VV.7.1. Writing Standards T. T. CC.W. Writing Standards T. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purposes and audience have been addressed. CONTENT T. CC.W. Writing Standards T. T. CC.W. Writing Standards T. C. CC.W. Writing Standards T. T. CC.W. Wri			
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	CONTENT		Speaking and Listening Standards
			Comprehension and Collaboration

GRADE LEVEL EXPECTATION	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards

GRADE LEVEL EXPECTATION

L.7.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Connecticut State Standards

Language Arts		
		Grade 8 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.R L.8.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GRADE LEVEL EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

DOMAIN / CONTENT STANDARD
STATE

CT.CC.W. Writing Standards 8.

STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.8.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN / CONTENT STANDARD	CT.CC.S L.8.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1(a)	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.

INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Connecticut State Standards

Language Arts			
	Grade 6 - Adopted: 2010		
DOMAIN / CONTENT STANDARD	CT.CC.R L.6.	Reading Standards for Literature	
STATE FRAMEWORK		Key Ideas and Details	
GRADE LEVEL EXPECTATION	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
GRADE LEVEL EXPECTATION	RL.6.2.	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.	
GRADE LEVEL EXPECTATION	RL.6.3.	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.	
DOMAIN / CONTENT STANDARD	CT.CC.R L.6.	Reading Standards for Literature	
STATE FRAMEWORK		Craft and Structure	
GRADE LEVEL EXPECTATION	RL.6.5.	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.	
DOMAIN / CONTENT ST ANDARD	CT.CC.R L.6.	Reading Standards for Literature	
STATE FRAMEWORK		Range of Reading and Level of Text Complexity	
GRADE LEVEL EXPECTATION	RL.6.10.	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.	
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards	

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GRADE LEVEL EXPECTATION	W.6.8.	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.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.6.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.6.1.	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.

INDICATOR	SL.6.1(a)	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.
INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.4.	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.
INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Arts		
		Grade 7 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.R L.7.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
DOMAIN / CONTENT STANDARD	CT.CC.R L.7.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RL.7.5.	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
DOMAIN / CONTENT STANDARD	CT.CC.R L.7.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.7.10.	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.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT ST ANDARD	CT.CC.S L.7.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas

GRADE LEVEL EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

DOMAIN / CONTENT STANDARD	CT.CC.R L.8.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
DOMAIN / CONTENT STANDARD	CT.CC.R L.8.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
DOMAIN / CONTENT STANDARD	CT.CC.R L.8.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
DOMAIN /	CT.CC.W.	Writing Standards
CONTENT STANDARD	8.	
	8.	Text Types and Purposes
STANDARD	W.8.2.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
STANDARD STATE FRAMEWORK GRADE LEVEL		Write informative/explanatory texts to examine a topic and convey ideas, concepts, and
STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other
STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR DOMAIN / CONTENT	W.8.2. W.8.2(b)	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR DOMAIN / CONTENT STANDARD STATE	W.8.2. W.8.2(b)	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Writing Standards
STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL	W.8.2. W.8.2(b) CT.CC.W. 8.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Writing Standards 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

CT.CC.R Reading Standards for Literature

DOMAIN /

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GRADE LEVEL EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.8.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN / CONTENT STANDARD	SL.8.1(d) CT.CC.S L.8.	
DOMAIN / CONTENT	CT.CC.S	own views in light of the evidence presented.
DOMAIN / CONTENT STANDARD	CT.CC.S	own views in light of the evidence presented. Speaking and Listening Standards

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1(a)	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.