

Alignment of Connecticut Standards to the LAS Links Assessment

Prepared by CTB/McGraw-Hill, Inc.

Alignment of Las Links Items to Connecticut Standards:

A. Method for conducting the alignment

The matching of LAS Links items to Connecticut (CT) standards was done by two expert raters with backgrounds in K-12 teaching and English language acquisition. In the first step, similar subskills were grouped across grade levels into an easily readable horizontal grid. Then, the LAS Links items were matched as closely as possible to individual CT standards. In performing the match, the raters took into account: (1) the wording of the standards so that the skills mentioned in the standards could be matched with the skills and competencies of the item.

In alignments in general, it is often possible to find a direct one-to-one match of an item to a single standard. In other cases, an item may align to several standards, may indirectly or partially align to a standard, or may align to the wording of a standard at a particular proficiency level even though the item difficulty is at a higher or lower level of difficulty. On the other hand, some standards may not be efficiently or directly testable on a standardized test (because they have been written for classroom purposes, not testing purposes). These standards have not been aligned and eliminated from the final alignment percentage chart because they cannot or should not be tested due to one of the following reasons:

- (1) The standard is not feasibly tested on a standardized test due to time constraints.
- (2) The standard requires students to provide personal information (These will not pass the content and bias review.)
- (3) The standard specifies parameters or situations outside of a standardized testing situation including (a) participating in class or group discussions, (b) proofreading or correcting own work while writing or read aloud, (c) producing humor, idiomatic or figurative expressions, which are difficult to elicit in a test situation, (d) specifying how words were taught to the students (“which have been taught in context” cannot be determined on a test, for example), (e) requiring other materials at the test site, e.g, books or electronic media or various resources, (f) requiring assistance or support from the tester/teacher, (g) specifying prior knowledge or background knowledge as part of the standard, (h) requiring extensive outside preparation (formal reports and presentations), (i) specifying multiple steps or strategies (“plan, draft, revise” or “organize classroom procedure”), (j) combining modalities (e.g., in the listening

section, “demonstrate comprehension by explaining, paraphrasing, giving opinions,” requires the student to speak or write an answer), (k) requiring use of the student’s native language.

In performing the alignment, the raters independently matched items to all possible alignable standards: direct, indirect, or partial alignment. The LAS Links standards are also given in last column of the tables, showing the standard-to-standard linkages.

B. Results

Alignment percentages of Connecticut standards to the LAS Links Assessment

	Goal 1:		Goal 2:		Goal 3		Total	Total
	# Aligned/ # Stnd (Total Stnds)	Align %	# Aligned/ # Stnd (Total Stnds)	Align %	# Aligned/ # Stnd (Total Stnds)	Align %	# Aligned/ # Stnd (Total Stnds)	Align %
Grades K-12								
Total	24/31	77%	74/77	96%	9/12	75%	107/120	89%

Goal 1: Use English to effectively communicate in social settings					
Content Standard 1-1 Use English to participate orally in social settings How can I increase my use of English when speaking with others?					
Students will	PreK-2	3-5	6-8	9-12	LAS Links Standards and Item Numbers
Beginning Level					
Beginning Indicators					
Share and request information	Indicate preferences through gestures, one- two-word responses, or short phrases	Indicate preferences through gestures, one- two-word responses, or short phrases	Indicate preferences through gestures, one- two-word responses, or short phrases	Indicate preferences through gestures, one- two-word responses, or short phrases	S 1.2 Express opinions and preferences K-1 item: 16 2-3 item: n/a 4-5 item n/a 6-8 item n/a 9-12 item n/a
	Ask and answer “yes/no” and either/or questions	Ask and answer “yes/no” and either/or questions	Ask and answer “yes/no” and either/or questions	Ask and answer “yes/no” and either/or questions	S 1.4 Ask questions, request clarification, and negotiate for understanding K-1 item n/a 2-3 item 17 4-5 item n/a 6-8 item n/a 9-12 item n/a
	Initiate communication	Initiate communication	Initiate communication	Initiate communication	S 1.4 Ask questions, request clarification, and negotiate for understanding K-1 item n/a 2-3 item 17 4-5 item n/a 6-8 item n/a 9-12 item n/a

Connecticut – LAS Links Standards Alignment

Express needs and feelings verbally and nonverbally	Express needs and feelings verbally and nonverbally	Express needs and feelings verbally and nonverbally	Express needs and feelings verbally and nonverbally	<p>S 1.2 Express opinions and preferences</p> <p>K-1 item: 16 2-3 item: n/a 4-5 item n/a 6-8 item n/a 9-12 item n/a</p> <p>S1.3 Make requests K-1 item n/a 2-3 item n/a 4-5 item 17 6-8 item 17 9-12 item 17</p>
Intermediate Level				
Beginning Indicators+ Intermediate Indicators				
Ask and answer who, what, when, where, how questions	Ask and answer who, what, when, where, how questions	Ask and answer who, what, when, where, how questions	Ask and answer who, what, when, where, how questions	<p>S 1.4 Ask questions, request clarification, and negotiate for understanding</p> <p>K-1 item n/a 2-3 item 17 4-5 item n/a 6-8 item n/a 9-12 item n/a</p>
Indicate preferences with complete or nearly complete sentences	Indicate preferences with complete or nearly complete sentences	Indicate preferences with complete or nearly complete sentences	Indicate preferences with complete or nearly complete sentences	<p>S 1.2 Express opinions and preferences</p> <p>K-1 item: 16 2-3 item: n/a 4-5 item n/a 6-8 item n/a 9-12 item n/a</p>

Connecticut – LAS Links Standards Alignment

	Ask simple questions for clarification	Ask simple questions for clarification	Ask simple questions for clarification	Ask simple questions for clarification	S 1.4 Ask questions, request clarification, and negotiate for understanding K-1 item n/a 2-3 item 17 4-5 item n/a 6-8 item n/a 9-12 item n/a
	Obtain information in context-reduced settings (e.g. telephone)	Obtain information in context-reduced settings (e.g. telephone)	Obtain information in context-reduced settings (e.g. telephone)	Obtain information in context-reduced settings (e.g. telephone)	S 1.4 Ask questions, request clarification, and negotiate for understanding K-1 item n/a 2-3 item 17 4-5 item n/a 6-8 item n/a 9-12 item n/a
	Express needs, feelings, and ideas	Express needs, feelings, and ideas	Express needs, feelings, and ideas	Express needs, feelings, and ideas	S 1.2 Express opinions and preferences K-1 item: 16 2-3 item: n/a 4-5 item n/a 6-8 item n/a 9-12 item n/a
		Clarify and restate information as needed	Clarify and restate information as needed	Clarify and restate information as needed	N/A

Connecticut – LAS Links Standards Alignment

			Engage in informal and formal conversations	Engage in informal and formal conversations	<p>S 1. Talk in depth and with detail about diverse academic or social events, with attention to appropriate register, grammar, vocabulary, and pronunciation.</p> <p>K-1 item 16-17 2-3 item 17 4-5 item 16-17 6-8 item 16-17 9-12 item 16-17</p>
Advanced					
Beginning Indicators+ Intermediate Indicators+ Advanced Indicators					
	Negotiate solutions to problems or misunderstandings	Negotiate solutions to problems or misunderstandings	Negotiate solutions to problems or misunderstandings	Negotiate solutions to problems or misunderstandings	<p>S 1.4 Ask questions, request clarification, and negotiate for understanding</p> <p>K-1 item n/a 2-3 item 17 4-5 item n/a 6-8 item n/a 9-12 item n/a</p> <p>S 4. Speak persuasively in diverse academic or social situations with attention to appropriate register, grammar, vocabulary, and pronunciation</p> <p>K-1 item 19 2-3 item n/a 4-5 item 18 6-8 item 19 9-12 item 19</p>

Connecticut – LAS Links Standards Alignment

	Ask “what if” questions	Ask “what if” questions	Ask “what if” questions	Ask “what if” questions	N/A
	Ask complex questions to obtain information	Ask complex questions to obtain information	Ask complex questions to obtain information	Ask complex questions to obtain information	<p>S 1. Talk in depth and with detail about diverse academic or social events, with attention to appropriate register, grammar, vocabulary, and pronunciation.</p> <p>K-1 item 16-17 2-3 item 17 4-5 item 16-17 6-8 item 16-17 9-12 item 16-17</p>
		Persuade other by defending and arguing a position	Persuade other by defending and arguing a position	Persuade other by defending and arguing a position	<p>S 4. Speak persuasively in diverse academic or social situations with attention to appropriate register, grammar, vocabulary, and pronunciation</p> <p>K-1 item 19 2-3 item n/a 4-5 item 18 6-8 item 19 9-12 item 19</p>

Goal 1: Use English to effectively communicate in social settings					
Content Standard 1-1 Use English to participate orally in social settings					
How can I increase my use of English when speaking with others?					
Beginning					
Beginning Indicators					
Students will	PreK-2	3-5	6-8	9-12	LAS Links Standards and Item Numbers
Get personal needs met	Ask for permission	Ask for permission	Ask for permission	Ask for permission	S 1.4 Ask questions, request clarification, and negotiate for understanding K-1 item n/a 2-3 item 17 4-5 item n/a 6-8 item n/a 9-12 item n/a
	Ask for assistance	Ask for assistance	Ask for assistance	Ask for assistance	S 1.4 Ask questions, request clarification, and negotiate for understanding K-1 item n/a 2-3 item 17 4-5 item n/a 6-8 item n/a 9-12 item n/a
Intermediate					
Beginning Indicators+ Intermediate Indicators					

Connecticut – LAS Links Standards Alignment

	Make plans for social engagements	Make plans for social engagements	Make plans for social engagements	Make plans for social engagements	<p>S 1 Participate in diverse academic or social conversations with attention to appropriate register, grammar, vocabulary, and pronunciation</p> <p>K-1 item 16-17 2-3 item 17 4-5 item 16-17 6-8 item 16-17 9-12 item 16-17</p>
			Make appointments	Make appointments	<p>S 1 Participate in diverse academic or social conversations with attention to appropriate register, grammar, vocabulary, and pronunciation</p> <p>K-1 item 16-17 2-3 item 17 4-5 item 16-17 6-8 item 16-17 9-12 item 16-17</p>
			Request forms and documents	Request forms and documents	<p>S 1.5 Conduct transactions</p> <p>K-1 item n/a 2-3 item n/a 4-5 item n/a 6-8 item n/a 9-12 item n/a</p>
Nothing additional for Advanced Indicators					

Goal 1: Use English to effectively communicate in social settings					
Content Standard 1-2 Use learning strategies to extend linguistic competence in social settings					
What strategies will help me use English appropriately and with greater proficiency when speaking with others?					
Beginning					
Beginning Indicators					
Students will	PreK-2	3-5	6-8	9-12	LAS Links Standards and Item Numbers
Practice new language, self-monitor, and explore alternative ways of saying things	Imitate proficient speakers	Imitate proficient speakers	Imitate proficient speakers	Imitate proficient speakers	N/A
	Experiment with recently learned language	Experiment with recently learned language	Experiment with recently learned language	Experiment with recently learned language	N/A
	Align verbal directions with nonverbal cues	Align verbal directions with nonverbal cues	Align verbal directions with nonverbal cues	Align verbal directions with nonverbal cues	N/A
	Ask questions for clarification	Ask questions for clarification	Ask questions for clarification	Ask questions for clarification	S 1.4 Ask questions, request clarification, and negotiate for understanding K-1 item n/a 2-3 item 17 4-5 item n/a 6-8 item n/a 9-12 item n/a
		Rehearse language patterns	Rehearse language patterns	Rehearse language patterns	N/A
Intermediate					
Beginning Indicators+ Intermediate Indicators					

Connecticut – LAS Links Standards Alignment

	Plan and practice conversations	Plan and practice anticipated conversations	Plan and practice anticipated conversations	Plan and practice anticipated conversations	S 1 Participate in diverse academic or social conversations with attention to appropriate register, grammar, vocabulary, and pronunciation K-1 item 16-17 2-3 item 17 4-5 item 16-17 6-8 item 16-17 9-12 item 16-17
		Reinforce recently learned language by teaching others	Reinforce recently learned language by teaching others	Reinforce recently learned language by teaching others	N/A
		Pre-plan and experiment with variations of language in different settings	Analyze and experiment with variations of language in different settings by teaching others	Analyze and experiment with variations of language in different settings	S 2.2 Identify an academic or social situation and describe it using sentences K-1 item 15 2-3 item 11-15 4-5 item 11-13 6-8 item 11-13 9-12 item 11-13
		Check for correctness of speech	Check for correctness of speech and adjust language accordingly	Check for correctness of speech and adjust language accordingly	N/A
Advanced					
Beginning Indicators+ Intermediate Indicators+ Advanced Indicators					
	Reinforce recently learned language by teaching others	Self-monitor and adjust language accordingly	Self-monitor and adjust language accordingly	Self-monitor and adjust language accordingly	N/A

Goal 1: Use English to effectively communicate in social settings					
Content Standard 1-2 Use learning strategies to extend linguistic competence in social settings					
What strategies will help me use English appropriately and with greater proficiency when speaking with others?					
Beginning					
Beginning Indicators					
Students will	PreK-2	3-5	6-8	9-12	LAS Links Standards and Item Numbers
Seek support and feedback from others	Indicate a lack of understanding	Indicate a lack of understanding	Indicate a lack of understanding	Indicate a lack of understanding	S 1.4 Ask questions, request clarification, and negotiate for understanding K-1 item n/a 2-3 item 17 4-5 item n/a 6-8 item n/a 9-12 item n/a
	Ask for the meaning of a word	Ask for the meaning of a word	Ask for the meaning of a word	Ask for the meaning of a word	N/A
	Work in cooperative groups	Work in cooperative groups	Work in cooperative groups	Work in cooperative groups	N/A
	Use primary language to clarify meaning and information	Use primary language to clarify meaning and information	Use primary language to clarify meaning and information	Use primary language to clarify meaning and information	S 1. Participate in diverse academic or social conversations with attention to appropriate register, grammar, vocabulary, and pronunciation K-1 item 16-17 2-3 item 17 4-5 item 16-17 6-8 item 16-17 9-12 item 16-17

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Intermediate				
Beginning Indicators+ Intermediate Indicators				
Use available technology as a resource	Ask whether a particular word or phrase is correct	Ask whether a particular word or phrase is correct	Ask whether a particular word or phrase is correct	N/A
	Use available technology as a resource	Use available technology as a resource	Use available technology as a resource	N/A
Advanced				
Beginning Indicators+ Intermediate Indicators+ Advanced Indicators				
Confer with peers to solve problems and make decisions	Confer with peers to solve problems and make decisions	Confer with peers to solve problems and make decisions	Confer with peers to solve problems and make decisions	N/A

Goal 1: Use English to effectively communicate in social settings					
Content Standard 1-2 Use learning strategies to extend linguistic competence in social settings					
What strategies will help me use English appropriately and with greater proficiency when speaking with others?					
Beginning					
Beginning Indicators					
Students will	PreK-2	3-5	6-8	9-12	LAS Links Standards and Item Numbers
Use context to construct meaning	Relate body language and gestures to spoken language	Relate body language and gestures to spoken language	Relate body language and gestures to spoken language	Relate body language and gestures to spoken language	N/A
	Associate objects or symbols with spoken and written language	Associate objects or symbols with written labels	Associate objects or symbols with written labels	Associate objects or symbols with written labels	S 2.1 Identify an object and describe its purpose or use using words or phrases (K-2) K-1 item 1-10 2-3 item 1-10 4-5 item 1-10 6-8 item 1-10 9-12 item 1-10
	Intermediate				
	Beginning Indicators+ Intermediate Indicators				
	Use different media (written sources and technology) to increase understanding	Use different media (written sources and technology) to increase understanding	Use different media (written sources and technology) to increase understanding	Use different media (written sources and technology) to increase understanding	N/A
	Identify language subtleties in various contexts	Identify language subtleties in various contexts	Identify language subtleties in various contexts	Identify language subtleties in various contexts	R 2.2 Demonstrate vocabulary K-1 item 13-20 2-3 item 10-15 4-5 item 11-20 6-8 item 11-20 9-12 item 11-20

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	Advanced			
	Beginning Indicators+ Intermediate Indicators+ Advanced Indicators			
	Analyze and draw conclusions from interactions	Analyze and draw conclusions from interactions	Analyze and draw conclusions from interactions	N/A

Connecticut – LAS Links Standards Alignment

Goal 2: Use English to achieve in all academic settings					
Content Standard 2-1 Use English to participate orally in academic settings					
What can I do to be able to increase and improve my use of English in different classes?					
Beginning					
Beginning Indicators					
Students will	PreK-2	3-5	6-8	9-12	LAS Links Standards and Item Numbers
Follow oral and written directions	repeat modeled language	repeat modeled language	repeat modeled language	repeat modeled language	N/A
	participate in daily classroom routines	participate in daily classroom routines	participate in daily classroom routines	participate in daily classroom routines	L 1. Follow common, explicit oral directions to participate in diverse academic or social tasks K-1 item 1-10 2-3 item 1-10 4-5 item 1-3 5-6 8-10 6-8 item 1-5 7 9 9-12 item 1-10
	follow one or two step directions	follow one or two step directions	follow one or two step directions	follow one or two step directions	L 1. Follow common, explicit oral directions to participate in diverse academic or social tasks K-1 item 1-10 2-3 item 1-10 4-5 item 1-3 5-6 8-10 6-8 item 1-5 7 9 9-12 item 1-10
Intermediate					
Beginning Indicators+ Intermediate Indicators					

Connecticut – LAS Links Standards Alignment

	follow multi-step directions	follow multi-step directions	follow multi-step directions	follow multi-step directions	L 1. Follow common, explicit oral directions to participate in diverse academic or social tasks K-1 item 1-10 2-3 item 1-10 4-5 item 1-3 5-6 8-10 6-8 item 1-5 7 9 9-12 item 1-10
	ask a teacher to restate or simplify directions	ask a teacher to restate or simplify directions	ask a teacher to restate or simplify directions	ask a teacher to restate or simplify directions	S 1.4 Ask questions, request clarification, and negotiate for understanding K-1 item n/a 2-3 item 17 4-5 item n/a 6-8 item n/a 9-12 item n/a
Advanced					
Beginning Indicators+ Intermediate Indicators+ Advanced Indicators					
	explain directions to others	explain directions to others	explain directions to others	explain directions to others	S 4.1 Explain processes K-1 item 19 2-3 item n/a 4-5 item n/a 6-8 item n/a 9-12 item n/a

Goal 2: Use English to achieve in all academic settings					
Content Standard 2-1 Use English to participate orally in academic settings					
What can I do to be able to increase and improve my use of English in different classes?					
Beginning					
Beginning Indicator					
Students will	PreK-2	3-5	6-8	9-12	LAS Links Standards and Item Numbers
Negotiate and manage interaction to accomplish tasks	Participate in full class, group, and paired activities	Participate in full class, group, and paired activities	Participate in full class, group, and paired activities	Participate in full class, group, and paired activities	N/A
	take turns when speaking	take turns when speaking	take turns when speaking	take turns when speaking	N/A
	join in group response at appropriate time	join in group response at appropriate time	join in group response at appropriate time	join in group response at appropriate time	N/A
	express opinions	express opinions	express opinions	express opinions	S 1.2 Express opinions and preferences K-1 item: 16 2-3 item: n/a 4-5 item n/a 6-8 item n/a 9-12 item n/a
	listen to and respect the opinions of others	listen to and respect the opinions of others	listen to and respect the opinions of others	listen to and respect the opinions of others	N/A
	respond to basic feedback appropriately	respond to basic feedback appropriately	respond to basic feedback appropriately	respond to basic feedback appropriately	N/A

Connecticut – LAS Links Standards Alignment

	request and share classroom materials	request and share classroom materials	request and share classroom materials	request and share classroom materials	N/A	
	Intermediate					
	Beginning Indicators+ Intermediate Indicators					
Students will	PreK-2	3-5	6-8	9-12	LAS Links Standards and Item Numbers	
Negotiate and manage interaction to accomplish tasks	Express and defend opinions	Express and defend opinions	Express and defend opinions	Express and defend opinions	S 1.2 Express opinions and preferences K-1 item: 16 2-3 item: n/a 4-5 item n/a 6-8 item n/a 9-12 item n/a	
	Use personal experiences to add to a discussion	Use personal experiences to add to a discussion	Use personal experiences to add to a discussion	Use personal experiences to add to a discussion	N/A	
	Contribute relevant ideas to a discussion	Contribute relevant ideas to a discussion	Contribute relevant ideas to a discussion	Contribute relevant ideas to a discussion	N/A	
	Distinguish cooperative roles	Distinguish cooperative roles	Distinguish cooperative roles	Distinguish cooperative roles	N/A	
		Question the opinions of others and respect their answers	Question the opinions of others and respect their answers	Question the opinions of others and respect their answers	Question the opinions of others and respect their answers	N/A
		Use formal language to negotiate and reach consensus	Use formal language to negotiate and reach consensus	Use formal language to negotiate and reach consensus	Use formal language to negotiate and reach consensus	N/A

Connecticut – LAS Links Standards Alignment

		Listen to and incorporate feedback	Listen to and incorporate feedback	Listen to and incorporate feedback	N/A
			Distinguish fact from opinion during discussion	Distinguish fact from opinion during discussion	N/A
Advanced					
Beginning Indicators+ Intermediate Indicators+ Advanced Indicators					
Modify a statement made by a peer	Modify a statement made by a peer	Modify a statement made by a peer	Modify a statement made by a peer	Modify a statement made by a peer	N/A
Persuade others	Persuade others during discussions and presentations	Persuade others during discussions and presentations	Persuade others during discussions and presentations	Persuade others during discussions and presentations	S 5. Talk in depth and with detail about diverse academic or social events, with attention to appropriate register, grammar, vocabulary, and pronunciation. K-1 item: 20 2-3 item: 20 4-5 item 20 6-8 item 20 9-12 item20
	Distinguish fact from opinion during discussion				N/A
		Elaborate on and extend the ideas of others	Elaborate on and extend the ideas of others	Elaborate on and extend the ideas of others	N/A
		Evaluate information for relevancy	Evaluate information for relevancy	Evaluate information for relevancy	N/A
			Prepare for and participate in a debate	Prepare for and participate in a debate	N/A

Goal 2: Use English to achieve in all academic settings					
Content Standard 2.1 Use English to Participate orally in academic settings					
What can I do to be able to increase and improve my use of English in different classes?					
Beginning					
Beginning Indicators					
Students will	PreK-2	3-5	6-8	9-12	LAS Links Standards and Item Numbers
Follow the conventions of Standard English	Repeat words, phrases and simple sentences accurately	Repeat words, phrases and simple sentences accurately	Repeat words, phrases and simple sentences accurately	Repeat words, phrases and simple sentences accurately	N/A
	Use basic language patterns accurately	Use basic language patterns accurately	Use basic language patterns accurately	Use basic language patterns accurately	S 2. Demonstrate knowledge related to diverse academic or social settings with attention to appropriate register, grammar, vocabulary, and pronunciation K-2) K-1 item 1-15 2-3 item 1-15 4-5 item 1-13 6-8 item 1-13 9-12 item 1-13
Intermediate					
Beginning Indicators+ Intermediate Indicators					

Connecticut – LAS Links Standards Alignment

	Produce original sentences with increasing accuracy	Produce original sentences with increasing accuracy	Produce original sentences with increasing accuracy	Produce original sentences with increasing accuracy	<p>S 2. Demonstrate knowledge related to diverse academic or social settings with attention to appropriate register, grammar, vocabulary, and pronunciation</p> <p>K-2) K-1 item 1-15 2-3 item 1-15 4-5 item 1-13 6-8 item 1-13 9-12 item 1-13</p>
	Initiate conversations	Initiate conversations	Initiate conversations	Initiate conversations	<p>S 1. Participate in diverse academic or social conversations with attention to appropriate register, grammar, vocabulary, and pronunciation</p> <p>K-1 item 16-17 2-3 item 17 4-5 item 16-17 6-8 item 16-17 9-12 item 16-17</p>
	Engage in extended conversations	Engage in extended conversations	Engage in extended conversations	Engage in extended conversations	<p>S 5. Talk in depth and with detail about diverse academic or social events, with attention to appropriate register, grammar, vocabulary, and pronunciation</p> <p>K-1 item: 20 2-3 item: 20 4-5 item 20 6-8 item 20 9-12 item20</p>

Connecticut – LAS Links Standards Alignment

		Recognize the difference between standard and non-standard English	Recognize the difference between standard and non-standard English	Recognize the difference between standard and non-standard English	N/A
Advanced					
Beginning Indicators+ Intermediate Indicators+ Advanced Indicator					
	Recognize and use complex syntax	Recognize and use complex syntax	Recognize and use complex syntax	Recognize and use complex syntax	<p>S 5. Talk in depth and with detail about diverse academic or social events, with attention to appropriate register, grammar, vocabulary, and pronunciation.</p> <p>K-1 item: 20 2-3 item: 20 4-5 item 20 6-8 item 20 9-12 item20</p>
	Produce increasingly complex language	Produce increasingly complex language	Produce increasingly complex language	Produce increasingly complex language	<p>S 5. Talk in depth and with detail about diverse academic or social events, with attention to appropriate register, grammar, vocabulary, and pronunciation.</p> <p>K-1 item: 20 2-3 item: 20 4-5 item 20 6-8 item 20 9-12 item20</p>

Connecticut – LAS Links Standards Alignment

	Communicate clearly and precisely	Communicate clearly and precisely	Communicate clearly and precisely	Communicate clearly and precisely	<p>S 1. Participate in diverse academic or social conversations with attention to appropriate register, grammar, vocabulary, and pronunciation</p> <p>K-1 item 16-17 2-3 item 17 4-5 item 16-17 6-8 item 16-17 9-12 item 16-17</p>
	Adjust language as appropriate to audience, purpose and task	Adjust language as appropriate to audience, purpose and task	Adjust language as appropriate to audience, purpose and task	Adjust language as appropriate to audience, purpose and task	<p>S 1.4 Ask questions, request clarification, and negotiate for understanding</p> <p>K-1 item n/a 2-3 item 17 4-5 item n/a 6-8 item n/a 9-12 item n/a</p>

Connecticut – LAS Links Standards Alignment

Goal 2: Use English to achieve in all academic settings					
Content Standard 2.1 Use English to Participate orally in academic settings					
What can I do to be able to increase and improve my use of English in different classes?					
Beginning					
Beginning Indicators					
Students will	PreK-2	3-5	6-8	9-12	LAS Links Standards and Item Numbers
Develop reading skills	Activate prior knowledge	Activate prior knowledge	Activate prior knowledge	Activate prior knowledge	N/A
	Develop phonological and phonemic awareness in English	Develop phonological and phonemic awareness in English	Develop phonological and phonemic awareness in English	Develop phonological and phonemic awareness in English	R 1.2 Apply letter-sound relationships to read English words K-1 item 11-12 2-3 item n/a 4-5 item n/a 6-8 item n/a 9-12 item n/a R 1.3 Apply letter-sound relationships to read English phonemes K-1 item 1-6 2-3 item 1-7 4-5 item 2-3 5-6 6-8 item 9-10 9-12 item 2 and 4
	Develop vocabulary	Develop vocabulary	Develop vocabulary	Develop vocabulary	R 2.2 Demonstrate vocabulary K-1 item 13-20, 28, 35 2-3 item 10-15, 20 4-5 item 11-20 6-8 item 11-20 9-12 item 11-20

Connecticut – LAS Links Standards Alignment

	Expand knowledge of content	Expand knowledge of content	Expand knowledge of content	Expand knowledge of content	N/A
	Connect prior knowledge to new information	Connect prior knowledge to new information	Connect prior knowledge to new information	Connect prior knowledge to new information	R 3. Comprehend written material K-1 item 21-27 ,29-34 2-3 item 21-35 4-5 item 21-35 6-8 item 21-35 9-12 item 21-35
	Demonstrate comprehension of text through gestures and simple responses	Classify objects according to number, shape, color, size function and physical characteristics	Classify objects according to number, shape, color, size function and physical characteristics	Classify objects according to number, shape, color, size function and physical characteristics	R 2.1 Classify words K-1 item n/a 2-3 item 16-18 4-5 item n/a 6-8 item n/a 9-12 item n/a
	Develop fluency	Develop fluency	Develop fluency	Develop fluency	N/A
	Explore a variety of genre	Explore a variety of genre	Explore a variety of genre	Explore a variety of genre	R 3.2 Identify important literary features of text K-1 item n/a 2-3 item 23 4-5 item 27-28 6-8 item 30 9-12 item 27, 30-31
		Recognize common word parts	Recognize common word parts	Recognize common word parts	R 1.4 Apply knowledge of morphemes and syntax to word meaning K-1 item n/a 2-3 item n/a 4-5 item 4 7-10 6-8 item 2-5 7-8 9-12 item 3 5-10

Connecticut – LAS Links Standards Alignment

Intermediate					
Beginning Indicators+ Intermediate Indicators					
Students will	PreK-2	3-5	6-8	9-12	LAS Links Standards and Item Numbers
Develop reading skills	Expand academic vocabulary	Expand academic vocabulary	Expand academic vocabulary	Expand academic vocabulary	R 2.2 Demonstrate Vocabulary K-1 item 14-20 28 35 2-3 item 10-15 19-20 4-5 item 11-20 6-8 item 11-20 9-12 item 11-20
	Identify main idea	Identify main idea and supporting details	Identify main idea and supporting details	Identify main idea and supporting details	R 3.1 Demonstrate reading comprehension K-1 item 21-24 26-27 29-34 2-3 item 21-22 24-30 32-35 4-5 item 21-23 26 29-33 6-8 item 21-23 26-29 32 9-12 item 22 24 26 28 32-34
	Read a story and represent the sequence of events through pictures, words, music or drama	Read a story and represent the sequence of events through pictures, words, music or drama	Read a story and represent the sequence of events through pictures, words, music or drama	Read a story and represent the sequence of events through pictures, words, music or drama	N/A

Connecticut – LAS Links Standards Alignment

	Retell, explain and expand the text to check comprehension	Retell, explain and expand the text to check comprehension	Retell, explain and expand the text to check comprehension	Retell, explain and expand the text to check comprehension	S 5. Talk in depth and with detail about diverse academic or social events, with attention to appropriate register, grammar, vocabulary, and pronunciation. K-1 item: 20 2-3 item: 20 4-5 item 20 6-8 item 20 9-12 item20
	Respond to a story orally	Respond to a story orally or in writing	Respond to fiction and non-fiction text	Respond to fiction and non-fiction text	R 3.3 Read critically and apply learning strategies to interpretation K-1 item 25 2-3 item 31 4-5 item 24-25, 34-35 6-8 item 24-25, 31, 33-35 9-12 item 21, 23, 25, 29, 35
	Answer literal and inferential questions about grade appropriate texts	Answer literal questions about grade appropriate texts	Answer literal questions about grade appropriate texts	Answer literal questions about grade appropriate texts	R 3.1 Demonstrate reading comprehension K-1 item 21-24, 26-27 29-34 2-3 item 21-22, 24-30 32-35 4-5 item 21-23, 26, 29-33 6-8 item 21-23, 26-29, 32 9-12 item 22, 24, 26, 28, 32
		Select and organize relevant information	Select and organize relevant information	Select and organize relevant information	N/A

Connecticut – LAS Links Standards Alignment

		Classify data and information	Classify data and information	Classify data and information	R 3.2 Identify important literary features of text K-1 item n/a 2-3 item 23 4-5 item 27-28 6-8 item 30 9-12 item 27 30-31
		Increase fluency	Increase fluency	Increase fluency	N/A
		Recognize and use literary terms	Recognize and use literary terms	Recognize and use literary terms	R 3.2 Identify important literary features of text K-1 item n/a 2-3 item 23 4-5 item 27-28 6-8 item 30 9-12 item 27, 30-31
			Interpret text	Interpret text	R 3.3 Read critically and apply learning strategies to interpretation K-1 item 25 2-3 item 31 4-5 item 24-25, 34-35 6-8 item 24-25, 31, 33-35 9-12 item 21, 23, 25, 29, 35
Advanced					
Beginning Indicators+ Intermediate Indicators+ Advanced Indicators					
Students will	PreK-2	3-5	6-8	9-12	LAS Links Standards and Item Numbers
Develop reading skills	Develop a critical stance	Develop a critical stance	Develop a critical stance	Develop a critical stance	N/A

Connecticut – LAS Links Standards Alignment

	Analyze, synthesize and construct meaning from text	Analyze, synthesize and construct meaning from text	Analyze, synthesize and construct meaning from text	<p>R 3.1 Demonstrate reading comprehension</p> <p>K-1 item 21-24 26-27 29-34 2-3 item 21-22 24-30 32-35 4-5 item 21-23 26 29-33 6-8 item 21-23 26-29 32 9-12 item 22 24 26 28 32</p> <p>R 3.3 Read critically and apply learning strategies to interpretation</p> <p>K-1 item 25 2-3 item 31 4-5 item 24-25, 34-35 6-8 item 24-25, 31, 33-35 9-12 item 21, 23, 25, 29, 35</p>
	Critique and evaluate text	Critique and evaluate text	Critique and evaluate text	<p>R 3.3 Read critically and apply learning strategies to interpretation</p> <p>K-1 item 25 2-3 item 31 4-5 item 24-25, 34-35 6-8 item 24-25, 31, 33-35 9-12 item 21, 23, 25, 29, 35</p>
	Go beyond the text to enhance meaning	Go beyond the text to enhance meaning	Go beyond the text to enhance meaning	N/A

Connecticut – LAS Links Standards Alignment

		Interpret and respond to text	Interpret and respond to text	Interpret and respond to text	<p>R 3.3 Read critically and apply learning strategies to interpretation</p> <p>K-1 item 25 2-3 item 31 4-5 item 24-25, 34-35 6-8 item 24-25, 31, 33-35 9-12 item 21, 23, 25, 29, 35</p>
			Recognize the elements of an author’s craft, including literary devices	Evaluate the elements of an author’s craft, including literary devices	<p>R 3.2 Identify important literary features of text</p> <p>K-1 item n/a 2-3 item 23 4-5 item 27-28 6-8 item 30 9-12 item 27, 30-31</p>
				Recognize the validity of an author’s arguments	<p>R 3.3 Read critically and apply learning strategies to interpretation</p> <p>K-1 item 25 2-3 item 31 4-5 item 24-25, 34-35 6-8 item 24-25, 31, 33-35 9-12 item 21, 23, 25, 29, 35</p>

Goal 2: Use English to achieve in all academic settings					
Content Standard 2-2 Use English to read and write in academic settings					
What can I do to increase and improve my use of English when I have to read and write in different classes?					
Beginning					
Beginning Indicators					
Students will	PreK-2	3-5	6-8	9-12	LAS Links Standards and Item Numbers
Develop writing skills	Write the English alphabet accurately	Write the English alphabet accurately	Write the English alphabet accurately	Write the English alphabet accurately	N/A
	Develop handwriting skills appropriate to the English alphabet	Develop handwriting skill appropriate to the English alphabet	Develop handwriting skill appropriate to the English alphabet	Develop handwriting skill appropriate to the English alphabet	N/A
	Copy simple sentences	Copy simple sentences	Copy simple sentences	Copy simple sentences	N/A
	Engage in effective pre-writing activities (brainstorming, discussing, graphic organizers, etc.)	Engage in effective pre-writing activities (brainstorming, discussing, graphic organizers, etc.)	Engage in effective pre-writing activities (brainstorming, discussing, graphic organizers, etc.)	Engage in effective pre-writing activities (brainstorming, discussing, graphic organizers, etc.)	N/A
	Produce original sentences	Produce original sentences	Produce original sentences	Produce original sentences	W 3. Use standard sentence structure K-1 item 14-15 2-3 item 14-15 17-20 4-5 item 13-20 6-8 item 16-20 9-12 item 11-15 18-20

Connecticut – LAS Links Standards Alignment

	Write on a topic	Write on a topic	Write on a topic	Write on a topic	W 4 Write simple sentences to describe, narrate, or explain K-1 item 21-25 2-3 item 21-24 4-5 item 21-24 6-8 item 21-24 9-12 item 21-24
	Attend to writing mechanics (capital letters, periods and question marks)	Attend to writing mechanics (capital letters, periods and question marks)	Attend to writing mechanics (capital letters, periods and question marks)	Attend to writing mechanics (capital letters, periods and question marks)	W 2. Use appropriate capitalization and punctuation K-1 item 8 11-13, 19-20 2-3 item 6-13 4-5 item 6-12 6-8 item 1-5 9-12 item 10, 16-17

Intermediate

Beginning Indicators + Intermediate Indicators

Students will	PreK-2	3-5	6-8	9-12	LAS Links Standards and Item Numbers
Publish and share final products	Publish and share final products	Publish and share final products	Publish and share final products	Publish and share final products	N/A
Revise, expand and edit a draft with teacher assistance	Revise, expand and edit a draft with teacher assistance	Revise, expand and edit a draft with teacher assistance	Revise, expand and edit a draft with teacher assistance	Revise, expand and edit a draft with teacher assistance	N/A
Attend to writing mechanics (punctuation and spelling)	Attend to writing mechanics (punctuation and spelling)	Attend to writing mechanics (punctuation and spelling)	Attend to writing mechanics (punctuation and spelling)	Attend to writing mechanics (punctuation and spelling)	W 2. Use appropriate capitalization and punctuation K-1 item 8 11-13, 19-20 2-3 item 6-13 4-5 item 6-12 6-8 item 1-5 9-12 item 10, 16-17

Connecticut – LAS Links Standards Alignment

		Write a narrative	Write a narrative	Write a narrative	W 4. Write simple sentences to describe, narrate, or explain K-1 item 21-25 2-3 item 21-24 4-5 item 21-24 6-8 item 21-24 9-12 item 21-24
		Develop clear ideas with supporting details and evidence	Develop clear ideas with supporting details and evidence	Develop clear ideas with supporting details and evidence	W 5. Write expository compositions K-1 item n/a 2-3 item 25 4-5 item 25 6-8 item 25 9-12 item 25
		Adjust language as appropriate to audience, purpose and task	Adjust language as appropriate to audience, purpose and task	Adjust language as appropriate to audience, purpose and task	W 5. Write expository compositions K-1 item n/a 2-3 item 25 4-5 item 25 6-8 item 25 9-12 item 25
		Revise, expand and edit a draft with peer input	Revise, expand and edit a draft with peer input	Revise, expand and edit a draft with peer input	N/A
			Write for a purpose considering the audience	Write for a purpose considering the audience	W 5.1 Write to describe, explain, report, compare, narrate, persuade, or express K-1 item n/a 2-3 item 25 4-5 item 25 6-8 item 25 9-12 item 25

Connecticut – LAS Links Standards Alignment

				Revise, expand and edit a draft independently	N/A
				Organize ideas for a relevant and logical argument	<p>W 5.1 Write to describe, explain, report, compare, narrate, persuade, or express</p> <p>K-1 item n/a 2-3 item 25 4-5 item 25 6-8 item 25 9-12 item 25</p>

Connecticut – LAS Links Standards Alignment

Advanced					
Beginning Indicators+ Intermediate Indicators+ Advanced Indicators					
Students will	PreK-2	3-5	6-8	9-12	LAS Links Standards and Item Numbers
Develop writing skills	Use linguistic transitional elements (then, first, next)	Use linguistic transitional elements (then, first, next)	Use linguistic transitional elements (then, first, next)	Use linguistic transitional elements (then, first, next)	W 3. Use standard sentence structure K-1 item 14-15 2-3 item 14-15 17-20 4-5 item 13-20 6-8 item 16-20 9-12 item 11-15 18-20
		Write expository essays	Write expository essays	Write expository essays	W 5. Write expository compositions K-1 item n/a 2-3 item 25 4-5 item 25 6-8 item 25 9-12 item 25
		Recognize and use syntax	Recognize and use syntax	Recognize and use syntax	W 3. Use standard sentence structure K-1 item 14-15 2-3 item 14-15 17-20 4-5 item 13-20 6-8 item 16-20 9-12 item 11-15 18-20
				Write academic research papers synthesizing material from different sources	N/A
				Paraphrase, quote and cite sources accurately	N/A

Goal 2: Use English to achieve in all academic settings						
Content Standard 2-2 Use English to read and write in academic settings						
What can I do to increase and improve my use of English when I have to read and write in different classes?						
Beginning						
Beginning Indicators						
Students will	PreK-2	3-5	6-8	9-12	LAS Links Standards and Item Numbers	
Develop research skills	Generate questions for gathering data	Generate questions for gathering data	Generate questions for gathering data	Generate questions for gathering data	N/A	
		Observe and record information	Observe and record information	Observe and record information	N/A	
	Use appropriate visual and auditory sources	Use appropriate visual, print and auditory sources	Use appropriate visual, print and auditory sources	Use appropriate visual, print and auditory sources	N/A	
	Consult print and non-print resources in the native language when needed	Consult print and non-print resources in the native language when needed	Consult print and non-print resources in the native language when needed	Consult print and non-print resources in the native language when needed	N/A	
	Use available technology to gather information	Use available technology to gather information	Use available technology to gather information	Use available technology to gather information	N/A	
	Intermediate					
	Beginning Indicators+ Intermediate Indicators					
	Observe and record information	Raise additional questions generated by research	Raise additional questions generated by research	Raise additional questions generated by research	Raise additional questions generated by research	N/A

Connecticut – LAS Links Standards Alignment

			Select and organize information from appropriate sources for a specific purpose	Select and organize information from appropriate sources for a specific purpose	N/A
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Connecticut – LAS Links Standards Alignment

	Advanced				
	Beginning Indicators+ Intermediate Indicators+ Advanced Indicators				
Students will	PreK-2	3-5	6-8	9-12	LAS Links Standards and Item Numbers
Develop research skills	Present results of a research project	Present results of a research project	Present results of a research project	Present results of a research project	N/A
			Observe and record numerical data	Observe and record numerical data	N/A
			Take notes from a text or presentation	Take notes from a text or presentation	N/A
		Select and organize information from appropriate sources for a specific purpose	Locate and research information on academic topics from multiple sources	Locate and research information on academic topics from multiple sources	N/A
			Draw conclusions from selected sources	Draw conclusions from selected sources	R 3.1 Demonstrate reading comprehension K-1 item 21-24, 26-27, 29-34 2-3 item 21-22, 24-30, 32-35 4-5 item 21-23, 26, 29-33 6-8 item 21-23, 26-29, 32 9-12 item 22, 24, 26, 28, 32
			Document and justify ideas using evidence from text	Document and justify ideas using evidence from text	N/A

Goal 2: Use English to achieve in all academic settings						
Content Standard 2-3 Use strategies to become independent learners in academic settings						
What can I do to be a better learner and achieve in different classes?						
Beginning						
Beginning Indicators						
Students will	PreK-2	3-5	6-8	9-12	LAS Links Standards and Item Numbers	
Apply cognitive strategies	Follow verbal and non verbal cues	Follow verbal and non verbal cues	Follow verbal and non verbal cues	Follow verbal and non verbal cues	L 1. Follow common, explicit oral directions to participate in diverse academic or social tasks K-1 item 21-24, 26-27 29-34 2-3 item 21-22, 24-30 32-35 4-5 item 21-23, 26, 29-33 6-8 item 21-23, 26-29, 32 9-12 item 22, 24, 26, 28, 32	
	Rehearse and visualize information	Rehearse and visualize information	Rehearse and visualize information	Rehearse and visualize information	N/A	
	Recognize the need for and seek assistance	Recognize the need for and seek assistance	Recognize the need for and seek assistance	Recognize the need for and seek assistance	N/A	
	Intermediate					
	Beginning Indicators+ Intermediate Indicators					
Know when to use native language resources	Know when to use native language resources	Know when to use native language resources	Know when to use native language resources	Know when to use native language resources	N/A	

Connecticut – LAS Links Standards Alignment

	Use self-monitoring and self-correcting strategies	Use self-monitoring and self-correcting strategies	Use self-monitoring and self-correcting strategies	Use self-monitoring and self-correcting strategies	N/A
		Construct learning aids	Construct learning aids	Construct learning aids	N/A
		Develop independent study skills	Develop independent study skills	Develop independent study skills	N/A
		Apply study skills to prepare for tests	Apply study skills to prepare for tests	Apply study skills to prepare for tests	N/A
				Use peer teaching to enhance mutual learning	N/A
Advanced					
Beginning Indicators+ Intermediate Indicators+ Advanced Indicators					
	Evaluate one's own success in a completed learning task	Evaluate one's own success in a completed learning task	Evaluate one's own success in a completed learning task	Evaluate one's own success in a completed learning task	N/A
			Analyze and evaluate study behaviors and learning environments	Analyze and evaluate study behaviors and learning environments	N/A

Goal 2: Use English to achieve in all academic settings					
Content Standard 2-3 Use strategies to become independent learners in academic settings					
What can I do to be a better learner and achieve in different classes?					
Beginning					
Beginning Indicators					
	PreK-2	3-5	6-8	9-12	LAS Links Standards and Item Numbers

Connecticut – LAS Links Standards Alignment

Students will Apply reading strategies	Preview illustrations and text	Preview illustrations and text	Preview illustrations and text	Preview illustrations and text	N/A
	Make connections to prior knowledge	Make connections to prior knowledge	Make connections to prior knowledge	Make connections to prior knowledge	N/A
	Make inferences from visuals	Make inferences from visuals	Make inferences from visuals	Make inferences from visuals	S 2.1 Identify an object and describe its purpose or use using words or phrases K-1 item 1-10 2-3 item 1-10 4-5 item 1-10 6-8 item 1-10 9-12 item 1-10
	Make, verify and revise predictions	Make, verify and revise predictions	Make, verify and revise predictions	Make, verify and revise predictions	N/A
	Set a purpose for reading	Set a purpose for reading	Set a purpose for reading	Set a purpose for reading	R 3.1 Demonstrate reading comprehension K-1 item 21-24, 26-27, 29-34 2-3 item 21-22, 24-30, 32-35 4-5 item 21-23, 26, 29-33 6-8 item 21-23, 26-29, 32 9-12 item 22, 24, 26, 28, 32

Connecticut – LAS Links Standards Alignment

	Use context to construct meaning	Use context to construct meaning	Use context to construct meaning	Use context to construct meaning	R 3.1 Demonstrate reading comprehension K-1 item 21-24, 26-27, 29-34 2-3 item 21-22, 24-30, 32-35 4-5 item 21-23, 26, 29-33 6-8 item 21-23, 26-29, 32 9-12 item 22, 24, 26, 28, 32
	Reread	Reread	Reread	Reread	R 3.1 Demonstrate reading comprehension K-1 item 21-24, 26-27, 29-34 2-3 item 21-22, 24-30, 32-35 4-5 item 21-23, 26, 29-33 6-8 item 21-23, 26-29, 32 9-12 item 22, 24, 26, 28, 32
		Use graphic organizers to enhance comprehension	Use graphic organizers to enhance comprehension	Use graphic organizers to enhance comprehension	R 3.3 Read critically and apply learning strategies to interpretation K-1 item n/a 2-3 item 31 4-5 item 24-25, 34-35 6-8 item 24-25, 31, 33-35 9-12 item 21, 23, 25, 29, 35

Intermediate					
Beginner Indicators+ Intermediate					
Students will	PreK-2	3-5	6-8	9-12	LAS Links Standards and Item Numbers

Connecticut – LAS Links Standards Alignment

Apply reading strategies	Visualize images suggested by the text	Visualize images suggested by the text	Visualize images suggested by the text	Visualize images suggested by the text	R 3.1 Demonstrate reading comprehension K-1 item 21-24, 26-27, 29-34 2-3 item 21-22, 24-30, 32-35 4-5 item 21-23, 26, 29-33 6-8 item 21-23, 26-29, 32 9-12 item 22, 24 ,26, 28, 32
	Make inferences from explicit information	Make inferences from explicit information	Make inferences from explicit information	Make inferences from explicit information	R 3.1 Demonstrate reading comprehension K-1 item 21-24, 26-27, 29-34 2-3 item 21-22, 24-30, 32-35 4-5 item 21-23, 26, 29-33 6-8 item 21-23, 26-29, 32 9-12 item 22, 24 ,26, 28, 32
	Make and verify hypotheses while reading	Make and verify hypotheses while reading	Make and verify hypotheses while reading	Make and verify hypotheses while reading	R 3.1 Demonstrate reading comprehension K-1 item 21-24, 26-27, 29-34 2-3 item 21-22, 24-30, 32-35 4-5 item 21-23, 26, 29-33 6-8 item 21-23, 26-29, 32 9-12 item 22, 24 ,26, 28, 32

Connecticut – LAS Links Standards Alignment

	Identify main idea	Identify main idea and supporting details	Identify main idea and supporting details	Identify main idea and supporting details	R 3.1 Demonstrate reading comprehension K-1 item 21-24, 26-27, 29-34 2-3 item 21-22, 24-30, 32-35 4-5 item 21-23, 26, 29-33 6-8 item 21-23, 26-29, 32 9-12 item 22, 24 ,26, 28, 32
	Form an initial reaction to the text	Form an initial reaction to the text	Form an initial reaction to the text	Form an initial reaction to the text	N/A
		Summarize the text	Summarize the text	Summarize the text	N/A
		Skim chapter headings, sub-headings, and highlighted material to predict and confirm	Skim chapter headings, sub-headings, and highlighted material to predict and confirm	Skim chapter headings, sub-headings, and highlighted material to predict and confirm	N/A
		Scan a text	Scan a text	Scan a text	N/A
		Generate key questions about a text before, during and after reading	Generate key questions about a text before, during and after reading	Generate key questions about a text before, during and after reading	R 3.1 Demonstrate reading comprehension K-1 item 21-24, 26-27, 29-34 2-3 item 21-22, 24-30, 32-35 4-5 item 21-23, 26, 29-33 6-8 item 21-23, 26-29, 32 9-12 item 22, 24 ,26, 28, 32
				Take margin notes or highlight during reading	N/A

Connecticut – LAS Links Standards Alignment

Advanced					
Beginning Indicators+ Intermediate Indicators+ Advanced Indicators					
Students will	PreK-2	3-5	6-8	9-12	LAS Links Standards and Item Numbers
Apply reading strategies	Make inferences from implicit information	Make inferences from implicit information	Make inferences from implicit information	Make inferences from implicit information	R 3.1 Demonstrate reading comprehension K-1 item 21-24, 26-27, 29-34 2-3 item 21-22, 24-30, 32-35 4-5 item 21-23, 26, 29-33 6-8 item 21-23, 26-29, 32 9-12 item 22, 24, 26, 28 32
	Monitor comprehension while reading and self correct	Monitor comprehension while reading and self correct	Monitor comprehension while reading and self correct	Monitor comprehension while reading and self correct	N/A
		Use knowledge of common word parts to learn new words and aid in comprehension	Use knowledge of common word parts to learn new words and aid in comprehension	Use knowledge of common word parts to learn new words and aid in comprehension	R 1.4 Apply knowledge of morphemes and syntax to word meaning K-1 item n/a 2-3 item n/a 4-5 item 4, 7-10 6-8 item 2-5, 7-8 9-12 item 3 , 5-10
		Make text-to-self, text-to- text and text-to-world connections	Make text-to-self, text-to- text and text-to-world connections	Make text-to-self, text-to- text and text-to-world connections	N/A
				Support interpretation with evidence from text	N/A

Goal 2: Use English to achieve in all academic settings					
Content Standard 2-3 Use strategies to become independent learners in academic settings					
What can I do to be a better learner and achieve in different classes?					
Beginning					
Beginning Indicators					
Students will	PreK-2	3-5	6-8	9-12	LAS Links Standards and Item Numbers
Apply writing strategies	Construct a chart or other graphic	Construct a chart or other graphic	Construct a chart or other graphic	Construct a chart or other graphic	N/A
	Use visuals to prompt writing	Use visuals to prompt writing	Use visuals to prompt writing	Use visuals to prompt writing	W 4. Write simple sentences to describe, narrate, or explain K-1 item 21-25 2-3 item 21-24 4-5 item 21-24 6-8 item 21-24 9-12 item 21-24 W 5.1 Write to describe, explain report, compare, narrate, persuade, or express K-1 item 21-25 2-3 item 21-24 4-5 item 21-24 6-8 item 21-24 9-12 item 21-24
	Use observation and experiences (especially family and cultural)	Use observation and experiences (especially family and cultural)	Use observation and experiences (especially family and cultural)	Use observation and experiences (especially family and cultural)	N/A
	Make lists	Make lists	Make lists	Make lists	N/A

Connecticut – LAS Links Standards Alignment

Intermediate					
Beginning Indicators+ Intermediate Indicators					
Students will	PreK-2	3-5	6-8	9-12	LAS Links Standards and Item Numbers
Apply writing strategies	Use a topic sentence as a means of writing on topic	Use a topic sentence as a means of writing on topic	Use a topic sentence as a means of writing on topic	Use a topic sentence as a means of writing on topic	W 4. Write simple sentences to describe, narrate, or explain K-1 item 21-25 2-3 item 21-24 4-5 item 21-24 6-8 item 21-24 9-12 item 21-24
	Restate a prompt to establish focus	Restate a prompt to establish focus	Restate a prompt to establish focus	Restate a prompt to establish focus	S 3. Describe ideas, experiences, and immediate surroundings in diverse academic and social settings with attention to appropriate register, grammar, vocabulary, and pronunciation. K-1 item 18 2-3 item 16 18-19 4-5 item 14-15 19 6-8 item 14-15 18 9-12 item 14-15 18
	Seek advice of teacher or peer to revise, expand and edit a draft (writing conferences)	Seek advice of teacher or peer to revise, expand and edit a draft (writing conferences)	Seek advice of teacher or peer to revise, expand and edit a draft (writing conferences)	Seek advice of teacher or peer to revise, expand and edit a draft (writing conferences)	N/A
	Brainstorm ideas prior to writing	Brainstorm ideas prior to writing	Brainstorm ideas prior to writing	Brainstorm ideas prior to writing	N/A
	Engage in discussion with peers	Engage in discussion with peers	Engage in discussion with peers	Engage in discussion with peers	N/A

Connecticut – LAS Links Standards Alignment

	Use graphic organizers to plan writing	Use graphic organizers to plan writing	Use graphic organizers to plan writing	Use graphic organizers to plan writing	R 3.3 Read critically and apply learning strategies to interpretation K-1 item n/a 2-3 item 31 4-5 item 24-25, 34-35 6-8 item 24-25, 31, 33-35 9-12 item 21, 23, 25, 29, 35
	Use technology to enhance writing	Use technology to enhance writing	Use technology to enhance writing	Use technology to enhance writing	N/A
		Make outlines	Make outlines	Make outlines	N/A
		Use reference materials (dictionaries, thesaurus, grammar books)	Use reference materials (dictionaries, thesaurus, grammar books)	Use reference materials (dictionaries, thesaurus, grammar books)	R 3.3 Read critically and apply learning strategies to interpretation K-1 item n/a 2-3 item 31 4-5 item 24-25, 34-35 6-8 item 24-25, 31, 33-35 9-12 item 21, 23, 25, 29, 35
	Publish and share final drafts	Publish and share final drafts	Publish and share final drafts	Publish and share final drafts	N/A
	Develop idea banks (journals, clippings, pictures, lists of books and films)	Develop idea banks (journals, clippings, pictures, lists of books and films)	Develop idea banks (journals, clippings, pictures, lists of books and films)	Develop idea banks (journals, clippings, pictures, lists of books and films)	N/A
				Anticipate the reader's response	N/A

Connecticut – LAS Links Standards Alignment

Advanced					
Beginning Indicators+ Intermediate Indicators+ Advanced Indicators					
Students will	PreK-2	3-5	6-8	9-12	LAS Links Standards and Item Numbers
Apply writing strategies	Use elaboration and specific details	Use elaboration and specific details	Use elaboration and specific details	Use elaboration and specific details	W 4. Write simple sentences to describe, narrate, or explain K-1 item 21-25 2-3 item 21-24 4-5 item 21-24 6-8 item 21-24 9-12 item 21-24
	Use sequencing	Use sequencing	Use sequencing	Use sequencing	W 5.1 Write to describe, explain, report, compare, narrate, persuade, or express K-1 item n/a 2-3 item 25 4-5 item 25 6-8 item 25 9-12 item 25
			Use the conventions of persuasion	Use the conventions of persuasion	W 5.1 Write to describe, explain, report, compare, narrate, persuade, or express K-1 item n/a 2-3 item 25 4-5 item 25 6-8 item 25 9-12 item 25

Goal 3: Use English in culturally appropriate ways					
Content Standard 3-1 Apply appropriate cultural behavior in various settings					
How can I be sure that I say and do what is appropriate and acceptable?					
Beginning					
Beginning Indicators					
Students will	PreK-2	3-5	6-8	9-12	LAS Links Standards and Item Numbers
Recognize and use appropriate degrees of formality in standard English	Interact minimally with others in formal and informal settings	Interact minimally with others in formal and informal settings	Interact minimally with others in formal and informal settings	Interact minimally with others in formal and informal settings	S 1. Participate in diverse academic or social conversations with attention to appropriate register, grammar, vocabulary, and pronunciation K-1 item 16-17 2-3 item 17 4-5 item 16-17 6-8 item 16-17 9-12 item 16-17
	Make requests, show gratitude, apologize, and express emotions using isolated words and phrases	Make requests, show gratitude, apologize, and express emotions using isolated words and phrases	Make requests, show gratitude, apologize, and express emotions using isolated words and phrases	Make requests, show gratitude, apologize, and express emotions using isolated words and phrases	S 1. Participate in diverse academic or social conversations with attention to appropriate register, grammar, vocabulary, and pronunciation K-1 item 16-17 2-3 item 17 4-5 item 16-17 6-8 item 16-17 9-12 item 16-17 S 1.3 Make requests. K-1 item 17 2-3 item n/a 4-5 item 17 6-8 item 17 9-12 item 17

Connecticut – LAS Links Standards Alignment

	Greet and take leave appropriately	Greet and take leave appropriately	Greet and take leave appropriately	Greet and take leave appropriately	N/A
	Use acceptable tone and volume	Use acceptable tone and volume	Use acceptable tone and volume	Use acceptable tone and volume	N/A
	Recognize when an utterance has been misunderstood	Recognize when an utterance has been misunderstood	Recognize when an utterance has been misunderstood	Recognize when an utterance has been misunderstood	N/A
		Determine appropriate topics for interaction	Determine appropriate topics for interaction	Determine appropriate topics for interaction	N/A
		Observe and seek information about appropriate language use and behavior	Observe and seek information about appropriate language use and behavior	Observe and seek information about appropriate language use and behavior	N/A
Intermediate					
Beginning Indicators+ Intermediate Indicators					
	Give and receive compliments	Give and receive compliments	Give and receive compliments	Give and receive compliments	N/A
	Use acceptable stress and intonation	Use acceptable stress and intonation	Use acceptable stress and intonation	Use acceptable stress and intonation	N/A

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		Rephrase an utterance when it has been misunderstood	Rephrase an utterance when it has been misunderstood	Rephrase an utterance when it has been misunderstood	N/A
	Observe and seek information about appropriate language use and behavior	Initiate and maintain appropriate casual conversation	Initiate and maintain appropriate casual conversation	Initiate and maintain appropriate casual conversation	<p>S 1. Participate in diverse academic or social conversations with attention to appropriate register, grammar, vocabulary, and pronunciation</p> <p>K-1 item 16-17 2-3 item 17 4-5 item 16-17 6-8 item 16-17 9-12 item 16-17</p>

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Advanced					
Beginning Indicators+ Intermediate Indicators + Advanced Indicators					
Students will	PreK-2	3-5	6-8	9-12	LAS Links Standards and Item Numbers
Recognize and use appropriate degrees of formality in standard English	Advise peers on appropriate language use	Advise peers on appropriate language use	Advise peers on appropriate language use	Advise peers on appropriate language use	N/A
	Evaluate and adjust effectiveness of communication	Evaluate and adjust effectiveness of communication	Evaluate and adjust effectiveness of communication	Evaluate and adjust effectiveness of communication	N/A
		Recognize and apply the style of speech appropriate to a given situation	Recognize and apply the style of speech appropriate to a given situation	Recognize and apply the style of speech appropriate to a given situation	N/A
		Know when to use humor appropriately	Know when to use sarcasm and humor appropriately	Know when to use irony, sarcasm, and humor appropriately	N/A
			Understand cultural factors that affect meaning	Understand cultural factors that affect meaning	L 4. Interpret layers of meaning using critical listening skills and learning strategies in academic and social situations that contain diverse language genres, registers, and varieties. K-1 item 11 2-3 item 14-15 20 4-5 item n/a

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					6-8 item 12 17 9-12 item 18 20
				Use the appropriate language for written business and social transactions	N/A
				Obtain and complete application forms (driver’s license, ID card, college application)	R 3.3 Apply learning strategies to interpretation. K-1 item 25 2-3 item 31 4-5 item 24-25, 34-35 6-8 item 24-25, 31, 33-35 9-12 item 21, 23, 25, 29, 35

Goal 3: Use English in culturally appropriate ways					
Content Standard 3-1 Apply appropriate cultural behaviors in various settings					
How can I be sure that I say and do what is appropriate and acceptable?					
Beginning					
Beginning Indicators					
Students will	PreK-2	3-5	6-8	9-12	LAS Links Standards and Item Numbers
Respond to and use idioms and humor appropriately	Understand common idioms	Understand common idioms	Understand common idioms	Understand common idioms	L 2. Respond to idiomatic expressions to participate in diverse academic or social tasks, including phrasal verbs with idiomatic meaning. K-1 item n/a 2-3 item n/a 4-5 item 7 6-8 item 6 8 10 9-12 item 1-13
	React to jokes appropriately	React to jokes appropriately	React to jokes appropriately	React to jokes appropriately	N/A
Intermediate					
Beginning Indicators+ Intermediate Indicators					
	Use common idioms	Use common idioms	Use common idioms	Use common idioms	L 2. Respond to idiomatic expressions to participate in diverse academic or social tasks, including phrasal verbs with idiomatic meaning. K-1 item n/a 2-3 item n/a 4-5 item 7 6-8 item 6 8 10 9-12 item 1-13

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	Respond to humor in conversation and literature	Respond to humor in conversation and literature	Respond to humor in conversation and literature	Respond to humor in conversation and literature	N/A
		React to and tell jokes appropriately	React to and tell jokes appropriately	React to and tell jokes appropriately	N/A
			Determine when it is appropriate to tell a joke	Determine when it is appropriate to tell a joke	N/A
Advanced					
Beginning Indicators+ Intermediate Indicators+ Advanced Indicators					
	Expand knowledge of idiomatic expressions	Expand knowledge and use of idiomatic expressions	Expand knowledge and use of idiomatic expressions	Expand knowledge and use of idiomatic expressions	L 2. Respond to idiomatic expressions to participate in diverse academic or social tasks, including phrasal verbs with idiomatic meaning. K-1 item n/a 2-3 item n/a 4-5 item 7 6-8 item 6, 8, 10 9-12 item 1-13
	React to and tell jokes appropriately	Determine when it is appropriate to tell a joke	Distinguish between sarcasm and humor and use them appropriately in a variety of contexts	Distinguish among irony, sarcasm and humor and use them appropriately in a variety of contexts	N/A

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			Use a variety of idioms appropriately in speech and writing	Use a variety of idioms appropriately in speech and writing	L 2. Respond to idiomatic expressions to participate in diverse academic or social tasks, including phrasal verbs with idiomatic meaning. K-1 item n/a 2-3 item n/a 4-5 item 7 6-8 item 6, 8, 10 9-12 item 1-13
		Explain a joke or riddle	Interpret and explain a cartoon, situation comedy or joke	Interpret and explain a cartoon, situation comedy or joke	N/A

Goal 3: Use English in culturally appropriate ways					
Content Standard 3-1 Apply appropriate cultural behaviors in various settings					
How can I be sure that I say and do what is appropriate and acceptable?					
Beginning					
Beginning Indicators					
Students will	PreK-2	3-5	6-8	9-12	LAS Links Standards and Item Numbers
Use nonverbal communication appropriate to audience, purpose and setting	Demonstrate knowledge of acceptable nonverbal behaviors	Demonstrate knowledge of acceptable nonverbal behaviors	Demonstrate knowledge of acceptable nonverbal behaviors	Demonstrate knowledge of acceptable nonverbal behaviors	N/A
	Respond appropriately to gestures	Respond appropriately to gestures	Respond appropriately to gestures	Respond appropriately to gestures	N/A
	Obtain another person's attention in an appropriate manner	Obtain another person's attention in an appropriate manner	Obtain another person's attention in an appropriate manner	Obtain another person's attention in an appropriate manner	N/A

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	Use gestures and body language acceptable in formal and informal settings	Use gestures and body language acceptable in formal and informal settings	Use gestures and body language acceptable in formal and informal settings	Use gestures and body language acceptable in formal and informal settings	N/A
		Be aware of and respect cultural differences related to personal space, eye contact, and body language	Be aware of and respect cultural differences related to personal space, eye contact, and body language	Be aware of and respect cultural differences related to personal space, eye contact, and body language	N/A
Intermediate					
Beginning Indicators+ Intermediate Indicators					
	Identify non-verbal cues that may cause misunderstanding	Identify non-verbal cues that may cause misunderstanding	Identify non-verbal cues that may cause misunderstanding	Identify non-verbal cues that may cause misunderstanding	N/A
	Be aware of and respect cultural differences related to personal space, eye contact, and body language				N/A
Nothing additional for Advanced Indicators					