Kentucky Department of Education
ENGLISH LANGUAGE ARTS CROSSWALK

LANGUAGE
Grade K 1
Grade 1 11
Grade 2 22
Grade 3 32
Grade 4 43
Grade 5 52
Grade 6 59
Grade 7 67
Grade 8 74
Grade 9-10 82
Grade 11-12 89

READING: FOUNDATIONS
Grade K 96
Grade 1 105
Grade 2 115
Grade 3 121
Grade 4 126
Grade 5 128

READING: INFORMATIONAL
Grade K 130
Grade 1 134
Grade 2 139
Grade 3 144
Grade 4 149
Grade 5 154
Grade 6 159
Grade 7 164
Grade 8 169
Grade 9-10 175
Grade 11-12 181

READING: LITERARY
Grade K 189
Grade 1 193
Grade 2 196
Grade 3 200
Grade 4 204
Grade 5 208
Grade 6 212
Grade 7 216
Grade 8 221
Grade 9-10 226
Grade 11-12 230

SPEAKING & LISTENING
Grade K 236
Grade 1 239
Grade 2 243
Grade 3 248
Grade 4 252
Grade 5 256
Grade 6 260
Grade 7 264
Grade 8 268
Grade 9-10 273
Grade 11-12 277

WRITING
Grade K 281
Grade 1 284
Grade 2 288
Grade 3 292
Grade 4 301
Grade 5 312
Grade 6 323
Grade 7 335
Grade 8 346
Grade 9-10 357
Grade 11-12 370

KDE:OTL:CB:NG JUL 15 2010

Cluster: Conventions of Standard English

CCSS: **CC.K.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

Grade: K DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: K-3	GD: 0 to -3	KY.K-3.SLO.EU.2 Students will understand that regardless of the topic, the context or the intended audience, students need to be able to communicate ideas effectively. Effective communication involves verbal and nonverbal techniques to enhance or emphasize content. These techniques aid the listener's ability to interpret the information.
MG: K-3	GD: 0 to -3	KY.K-3.SLO.EU.3 Students will understand that language usage is related to successful communication; language patterns and vocabulary transmit culture and affect meaning.
MG: K-3	GD: 0 to -3	KY.K-3.SLO.SC.2 In formal speaking situations, students will apply delivery techniques: • both verbal (e.g., tone, volume, rate, articulation, pacing) and nonverbal (e.g., gestures, facial expressions, eye contact) • avoid distracting delivery behaviors (e.g. excessive verbal pauses, fidgeting) • use language appropriate to audience; use specialized content vocabulary as needed • adhere to standard guidelines for grammar, usage, mechanics or use non-standard language for effect when appropriate (e.g., word plays, slang, similes) • choose language for its effect on the audience (e.g., strong nouns, active verbs, concrete and sensory details, figurative language)
MG: K-3	GD: 0 to -3	KY.K-3.W.S.SC.1 Students will use complete and correct sentences of various structures and lengths (e.g. simple, compound) to enhance meaning throughout a piece of writing; apply unconventional sentence structures to achieve intended effect on audience
MG: K-3	GD: 0 to -3	KY.K-3.W.WC.EU.1 Students will understand that writers need to choose their language with care, depending on the content, purpose and audience.
MG: K-3	GD: 0 to -3	KY.K-3.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; nonstandard grammar may be used for intended effect.
MG: K-3	GD: 0 to -3	KY.K-3.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., to/too/two; there/their)

Cluster: Conventions of Standard English

CCSS: **CC.K.L.1.a Print many upper- and lowercase letters.**

Grade: K DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: K-3	GD: 0 to -3	KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs

Cluster: Conventions of Standard English

CCSS: **CC.K.L.1.b Use frequently occurring nouns and verbs.**

Grade: K DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: K-3	GD: 0 to -3	KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs
MG: K-3	GD: 0 to -3	KY.K-3.SLO.SC.2 In formal speaking situations, students will apply delivery techniques: • both verbal (e.g., tone, volume, rate, articulation, pacing) and nonverbal (e.g., gestures, facial expressions, eye contact) • avoid distracting delivery behaviors (e.g. excessive verbal pauses, fidgeting) • use language appropriate to audience; use specialized content vocabulary as needed • adhere to standard guidelines for grammar, usage, mechanics or use non-standard language for effect when appropriate (e.g., word plays, slang, similes) • choose language for its effect on the audience (e.g., strong nouns, active verbs, concrete and sensory details, figurative language)
MG: K-3	GD: 0 to -3	KY.K-3.W.WC.EU.2 Students will understand that language should be concise and precise. Strong verbs and nouns, concrete details and sensory language help make meaning clear to the reader.
MG: K-3	GD: 0 to -3	KY.K-3.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; nonstandard grammar may be used for intended effect.
MG: K-3	GD: 0 to -3	KY.K-3.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., to/too/two; there/their)

Cluster: Conventions of Standard English

CCSS: **CC.K.L.1.c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).**

Grade: K DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes: The state standard is not as specific as the CCSS.

MG: K-3	GD: 0 to -3	KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs

MG: K-3	GD: 0 to -3	KY.K-3.SLO.SC.2 In formal speaking situations, students will apply delivery techniques: • both verbal (e.g., tone, volume, rate, articulation, pacing) and nonverbal (e.g., gestures, facial expressions, eye contact) • avoid distracting delivery behaviors (e.g. excessive verbal pauses, fidgeting) • use language appropriate to audience; use specialized content vocabulary as needed • adhere to standard guidelines for grammar, usage, mechanics or use non-standard language for effect when appropriate (e.g., word plays, slang, similes) • choose language for its effect on the audience (e.g., strong nouns, active verbs, concrete and sensory details, figurative language)
MG: K-3	GD: 0 to -3	KY.K-3.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; nonstandard grammar may be used for intended effect.
MG: K-3	GD: 0 to -3	KY.K-3.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., to/too/two; there/their)

Cluster: Conventions of Standard English

CCSS: **CC.K.L.1.d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).**

Grade: K DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: K-3	GD: 0 to -3	KY.K-3.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; nonstandard grammar may be used for intended effect.
MG: K-3	GD: 0 to -3	KY.K-3.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., to/too/two; there/their)

Cluster: Conventions of Standard English

CCSS: **CC.K.L.1.e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).**

Grade: K DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: K-3	GD: 0 to -3	KY.K-3.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; nonstandard grammar may be used for intended effect.
MG: K-3	GD: 0 to -3	KY.K-3.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., to/too/two; there/their)

Cluster: Conventions of Standard English

CCSS: **CC.K.L.1.f Produce and expand complete sentences in shared language activities.**

Grade: K DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes: The state standard is not as specific as the CCSS.

MG: K-3	GD: 0 to -3	KY.K-3.SLO.EU.2 Students will understand that regardless of the topic, the context or the intended audience, students need to be able to communicate ideas effectively. Effective communication involves verbal and nonverbal techniques to enhance or emphasize content. These techniques aid the listener's ability to interpret the information.
MG: K-3	GD: 0 to -3	KY.K-3.SLO.EU.3 Students will understand that language usage is related to successful communication; language patterns and vocabulary transmit culture and affect meaning.
MG: K-3	GD: 0 to -3	KY.K-3.W.P.SC.5 Students will edit for appropriate language usage, sentence structure, spelling, capitalization, punctuation and appropriate documentation of sources

MG: K-3	GD: 0 to -3	KY.K-3.W.S.EU.1 Students will understand that sentences must be complete and clear. Variety in sentence structure helps to engage the reader and make meaning more clear. Sometimes, unconventional sentence structure is appropriate for an intended effect upon the reader.
MG: K-3	GD: 0 to -3	KY.K-3.W.S.EU.2 Students will understand that different types of structures (e.g., paragraphs, stanzas) are appropriate for different purposes, audiences and different forms of writing. Paragraphs maintain focus on one central idea.
MG: K-3	GD: 0 to -3	KY.K-3.W.S.SC.1 Students will use complete and correct sentences of various structures and lengths (e.g. simple, compound) to enhance meaning throughout a piece of writing; apply unconventional sentence structures to achieve intended effect on audience
MG: K-3	GD: 0 to -3	KY.K-3.W.WC.EU.1 Students will understand that writers need to choose their language with care, depending on the content, purpose and audience.
MG: K-3	GD: 0 to -3	KY.K-3.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; nonstandard grammar may be used for intended effect.
MG: K-3	GD: 0 to -3	KY.K-3.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., to/too/two; there/their)

Cluster: Conventions of Standard English

CCSS: **CC.K.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

Grade: K DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: K-3	GD: 0 to -3	KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs
MG: K-3	GD: 0 to -3	KY.K-3.W.P.SC.5 Students will edit for appropriate language usage, sentence structure, spelling, capitalization, punctuation and appropriate documentation of sources
MG: K-3	GD: 0 to -3	KY.K-3.W.WC.EU.4 Students will understand that writers need to use correct spelling, punctuation and capitalization.
MG: K-3	GD: 0 to -3	KY.K-3.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., to/too/two; there/their)
MG: K-3	GD: 0 to -3	KY.K-3.W.WC.SC.4 Students will use grade-appropriate spelling (beginning with pictures/marks/signs that represent print and moving to correct beginning and ending sounds, to developmental spelling, to correct spelling in final drafts)

Cluster: Conventions of Standard English

CCSS: **CC.K.L.2.a Capitalize the first word in a sentence and the pronoun I.**

Grade: K DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes: The state standard is not as specific as the CCSS.

MG: K-3	GD: 0 to -3	KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs
MG: K-3	GD: 0 to -3	KY.K-3.W.P.SC.5 Students will edit for appropriate language usage, sentence structure, spelling, capitalization, punctuation and appropriate documentation of sources
MG: K-3	GD: 0 to -3	KY.K-3.W.WC.EU.4 Students will understand that writers need to use correct spelling, punctuation and capitalization.
MG: K-3	GD: 0 to -3	KY.K-3.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., to/too/two; there/their)

Cluster: Conventions of Standard English

CCSS: **CC.K.L.2.b Recognize and name end punctuation.**

Grade: K DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes: The state standard is not as specific as the CCSS.

MG: K-3	GD: 0 to -3	KY.K-3.W.P.SC.5 Students will edit for appropriate language usage, sentence structure, spelling, capitalization, punctuation and appropriate documentation of sources
MG: K-3	GD: 0 to -3	KY.K-3.W.WC.EU.4 Students will understand that writers need to use correct spelling, punctuation and capitalization.
MG: K-3	GD: 0 to -3	KY.K-3.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., to/too/two; there/their)

Cluster: Conventions of Standard English

CCSS: **CC.K.L.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes).**

Grade: K DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes: The state standard is not as specific as the CCSS.

MG: K-3 GD: 0 to -3 KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs

MG: K-3 GD: 0 to -3 KY.K-3.W.WC.SC.4 Students will use grade-appropriate spelling (beginning with pictures/marks/signs that represent print and moving to correct beginning and ending sounds, to developmental spelling, to correct spelling in final drafts)

Cluster: Conventions of Standard English

CCSS: **CC.K.L.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.**

Grade: K DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes: The state standard is not as specific as the CCSS.

MG: K-3 GD: 0 to -3 KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs

MG: K-3 GD: 0 to -3 KY.K-3.W.WC.SC.4 Students will use grade-appropriate spelling (beginning with pictures/marks/signs that represent print and moving to correct beginning and ending sounds, to developmental spelling, to correct spelling in final drafts)

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.**

Grade: K DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes: The state standard is not as specific as the CCSS.

MG: K-3 GD: 0 to -3 KY.K-3.R.F.EU.3 Students understand that developing breadth of vocabulary improves reading comprehension and involves applying knowledge of word meanings and word relationships. The larger the reader's vocabulary the easier it is to make sense of text.

MG: K-3	GD: 0 to -3	KY.K-3.R.F.EU.4 Students understand that many words have multiple meanings. Knowledge of syntax/language structure, semantics/meaning, context cues, and the use of resources can help in identifying the intended meaning of words and phrases as they are used in text.
MG: K-3	GD: 0 to -3	KY.K-3.R.F.SC.4 Students will use a variety of reading strategies to understand words, word meanings, and texts to develop breadth of vocabulary: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • use context clues to identify the correct meaning as the word is used • apply knowledge of synonyms, antonyms, homonyms/homophones, or compound words to assist comprehension • apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • organize words by categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows)
MG: K-3	GD: 0 to -3	KY.K-3.W.WC.EU.2 Students will understand that language should be concise and precise. Strong verbs and nouns, concrete details and sensory language help make meaning clear to the reader.
MG: K-3	GD: 0 to -3	KY.K-3.W.WC.SC.1 Students will choose precise and descriptive language for clarity and its effect on the reader (words with multiple meanings, strong nouns and verbs, concrete and sensory details, figurative language - similes)

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.K.L.4.a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).**

Grade: K DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: K-3	GD: 0 to -3	KY.K-3.R.F.EU.3 Students understand that developing breadth of vocabulary improves reading comprehension and involves applying knowledge of word meanings and word relationships. The larger the reader's vocabulary the easier it is to make sense of text.
MG: K-3	GD: 0 to -3	KY.K-3.R.F.EU.4 Students understand that many words have multiple meanings. Knowledge of syntax/language structure, semantics/meaning, context cues, and the use of resources can help in identifying the intended meaning of words and phrases as they are used in text.
MG: K-3	GD: 0 to -3	KY.K-3.R.F.SC.4 Students will use a variety of reading strategies to understand words, word meanings, and texts to develop breadth of vocabulary: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • use context clues to identify the correct meaning as the word is used • apply knowledge of synonyms, antonyms, homonyms/homophones, or compound words to assist comprehension • apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • organize words by categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows)

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.K.L.4.b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.**

Grade: K DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: K-3	GD: 0 to -3	KY.K-3.R.F.EU.1 Students understand that knowing how letters are linked to sounds to form letter-sound correspondence and spelling patterns can help determine unfamiliar words while reading.

MG: K-3 GD: 0 to -3 KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.K.L.5 With guidance and support from adults, explore word relationships and nuances in word meanings.**

Grade: K DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes: The state standard is broad in that it expects children to choose their language with care and is not as specific as the CCSS.

MG: K-3 GD: 0 to -3 KY.K-3.R.F.EU.3 Students understand that developing breadth of vocabulary improves reading comprehension and involves applying knowledge of word meanings and word relationships. The larger the reader's vocabulary the easier it is to make sense of text.

MG: K-3 GD: 0 to -3 KY.K-3.R.F.EU.4 Students understand that many words have multiple meanings. Knowledge of syntax/language structure, semantics/meaning, context cues, and the use of resources can help in identifying the intended meaning of words and phrases as they are used in text.

MG: K-3 GD: 0 to -3 KY.K-3.W.WC.EU.1 Students will understand that writers need to choose their language with care, depending on the content, purpose and audience.

MG: K-3 GD: 0 to -3 KY.K-3.W.WC.SC.1 Students will choose precise and descriptive language for clarity and its effect on the reader (words with multiple meanings, strong nouns and verbs, concrete and sensory details, figurative language - similes)

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.K.L.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.**

Grade: K DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: K-3 GD: 0 to -3 KY.K-3.R.F.SC.4 Students will use a variety of reading strategies to understand words, word meanings, and texts to develop breadth of vocabulary: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • use context clues to identify the correct meaning as the word is used • apply knowledge of synonyms, antonyms, homonyms/homophones, or compound words to assist comprehension • apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • organize words by categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows)

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.K.L.5.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).**

Grade: K DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: K-3 GD: 0 to -3 KY.K-3.R.F.SC.4 Students will use a variety of reading strategies to understand words, word meanings, and texts to develop breadth of vocabulary: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • use context clues to identify the correct meaning as the word is used • apply knowledge of synonyms, antonyms, homonyms/homophones, or compound words to assist comprehension • apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • organize words by categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows)

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.K.L.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful).**

Grade: K DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: K-3 GD: 0 to -3 KY.K-3.R.F.EU.3 Students understand that developing breadth of vocabulary improves reading comprehension and involves applying knowledge of word meanings and word relationships. The larger the reader's vocabulary the easier it is to make sense of text.

MG: K-3 GD: 0 to -3 KY.K-3.R.F.SC.4 Students will use a variety of reading strategies to understand words, word meanings, and texts to develop breadth of vocabulary: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • use context clues to identify the correct meaning as the word is used • apply knowledge of synonyms, antonyms, homonyms/homophones, or compound words to assist comprehension • apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • organize words by categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows)

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.**

Grade: K DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes: The state standard asks for students to make sense of the material they encounter and the Common Core standard requires students to use the words and phrases they have acquired.

MG: K-3 GD: 0 to -3 KY.K-3.R.R.SC.3 Students will generate a personal response to what is read, listened to or viewed: • relate stories or texts to prior knowledge, personal experiences, other texts, or ideas • provide text references/evidence to support connections made between text-to-self, text-to-text, or text-to-world

MG: K-3 GD: 0 to -3 KY.K-3.R.R.SC.7 Students will demonstrate participation in a literate community by sharing and responding to ideas and connections through writing and focused discussions about text

MG: K-3 GD: 0 to -3 KY.K-3.SLO.EU.1 Students will understand that communication, both formal and informal, is an interpretive process that integrates listening, observing, reading, writing and speaking with confidence. Different levels of discourse are appropriate for different contexts, occasions, purposes and audiences.

MG: K-3 GD: 0 to -3 KY.K-3.SLO.EU.4 Students will understand that observation involves interpreting and constructing meaning. By viewing in context, students infer, construct meaning, draw conclusions and form opinions about the world around them.

MG: K-3	GD: 0 to -3	KY.K-3.SLO.SC.2 In formal speaking situations, students will apply delivery techniques: • both verbal (e.g., tone, volume, rate, articulation, pacing) and nonverbal (e.g., gestures, facial expressions, eye contact) • avoid distracting delivery behaviors (e.g. excessive verbal pauses, fidgeting) • use language appropriate to audience; use specialized content vocabulary as needed • adhere to standard guidelines for grammar, usage, mechanics or use non-standard language for effect when appropriate (e.g., word plays, slang, similes) • choose language for its effect on the audience (e.g., strong nouns, active verbs, concrete and sensory details, figurative language)
MG: K-3	GD: 0 to -3	KY.K-3.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from reading or other learning), explaining reflections or related connections (e.g., identifying relationships and own experiences, offering support for conclusions, organizing prior knowledge about a topic)
MG: K-3	GD: 0 to -3	KY.K-3.W.WC.SC.1 Students will choose precise and descriptive language for clarity and its effect on the reader (words with multiple meanings, strong nouns and verbs, concrete and sensory details, figurative language - similes)
MG: K-3	GD: 0 to -3	KY.K-3.W.WC.SC.2 Students will use specialized content vocabulary and words used for specific contexts, as needed

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.K.L.5.d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.**

Grade: K DM: Unmatched

Strand: LANGUAGE Notes: Unmatched

MG: Unma GD:

Cluster: Conventions of Standard English

CCSS: **CC.1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

Grade: 1 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: K-3	GD: 1 to -2	KY.K-3.SLO.EU.2 Students will understand that regardless of the topic, the context or the intended audience, students need to be able to communicate ideas effectively. Effective communication involves verbal and nonverbal techniques to enhance or emphasize content. These techniques aid the listener's ability to interpret the information.
MG: K-3	GD: 1 to -2	KY.K-3.SLO.EU.3 Students will understand that language usage is related to successful communication; language patterns and vocabulary transmit culture and affect meaning.
MG: K-3	GD: 1 to -2	KY.K-3.SLO.SC.2 In formal speaking situations, students will apply delivery techniques: • both verbal (e.g., tone, volume, rate, articulation, pacing) and nonverbal (e.g., gestures, facial expressions, eye contact) • avoid distracting delivery behaviors (e.g. excessive verbal pauses, fidgeting) • use language appropriate to audience; use specialized content vocabulary as needed • adhere to standard guidelines for grammar, usage, mechanics or use non-standard language for effect when appropriate (e.g., word plays, slang, similes) • choose language for its effect on the audience (e.g., strong nouns, active verbs, concrete and sensory details, figurative language)
MG: K-3	GD: 1 to -2	KY.K-3.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; nonstandard grammar may be used for intended effect.
MG: K-3	GD: 1 to -2	KY.K-3.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., to/too/two; there/their)

Cluster: Conventions of Standard English

CCSS: **CC.1.L.1.a Print all upper- and lowercase letters.**

Grade: 1 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: K-3	GD: 1 to -2	KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs

Cluster: Conventions of Standard English

CCSS: **CC.1.L.1.b Use common, proper, and possessive nouns.**

Grade: 1 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes: The state standard is not as specific as the CCSS.

MG: K-3	GD: 1 to -2	KY.K-3.SLO.SC.2 In formal speaking situations, students will apply delivery techniques: • both verbal (e.g., tone, volume, rate, articulation, pacing) and nonverbal (e.g., gestures, facial expressions, eye contact) • avoid distracting delivery behaviors (e.g. excessive verbal pauses, fidgeting) • use language appropriate to audience; use specialized content vocabulary as needed • adhere to standard guidelines for grammar, usage, mechanics or use non-standard language for effect when appropriate (e.g., word plays, slang, similes) • choose language for its effect on the audience (e.g., strong nouns, active verbs, concrete and sensory details, figurative language)
MG: K-3	GD: 1 to -2	KY.K-3.W.WC.EU.2 Students will understand that language should be concise and precise. Strong verbs and nouns, concrete details and sensory language help make meaning clear to the reader.
MG: K-3	GD: 1 to -2	KY.K-3.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; nonstandard grammar may be used for intended effect.
MG: K-3	GD: 1 to -2	KY.K-3.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., to/too/two; there/their)

Cluster: Conventions of Standard English

CCSS: **CC.1.L.1.c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).**

Grade: 1 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes: The state standard is not as specific as the CCSS.

MG: K-3	GD: 1 to -2	KY.K-3.SLO.SC.2 In formal speaking situations, students will apply delivery techniques: • both verbal (e.g., tone, volume, rate, articulation, pacing) and nonverbal (e.g., gestures, facial expressions, eye contact) • avoid distracting delivery behaviors (e.g. excessive verbal pauses, fidgeting) • use language appropriate to audience; use specialized content vocabulary as needed • adhere to standard guidelines for grammar, usage, mechanics or use non-standard language for effect when appropriate (e.g., word plays, slang, similes) • choose language for its effect on the audience (e.g., strong nouns, active verbs, concrete and sensory details, figurative language)
MG: K-3	GD: 1 to -2	KY.K-3.W.WC.EU.2 Students will understand that language should be concise and precise. Strong verbs and nouns, concrete details and sensory language help make meaning clear to the reader.
MG: K-3	GD: 1 to -2	KY.K-3.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; nonstandard grammar may be used for intended effect.
MG: K-3	GD: 1 to -2	KY.K-3.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., to/too/two; there/their)

Cluster: Conventions of Standard English

CCSS: **CC.1.L.1.d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).**

Grade: 1 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: K-3	GD: 1 to -2	KY.K-3.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; nonstandard grammar may be used for intended effect.

MG: K-3 GD: 1 to -2 KY.K-3.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., to/too/two; there/their)

Cluster: Conventions of Standard English

CCSS: **CC.1.L.1.e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).**

Grade: 1 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes: The state standard is not as specific as the CCSS.

MG: K-3 GD: 1 to -2 KY.K-3.W.WC.EU.2 Students will understand that language should be concise and precise. Strong verbs and nouns, concrete details and sensory language help make meaning clear to the reader.

MG: K-3 GD: 1 to -2 KY.K-3.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; nonstandard grammar may be used for intended effect.

MG: K-3 GD: 1 to -2 KY.K-3.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., to/too/two; there/their)

Cluster: Conventions of Standard English

CCSS: **CC.1.L.1.f Use frequently occurring adjectives.**

Grade: 1 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: K-3 GD: 1 to -2 KY.K-3.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; nonstandard grammar may be used for intended effect.

MG: K-3 GD: 1 to -2 KY.K-3.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., to/too/two; there/their)

Cluster: Conventions of Standard English

CCSS: **CC.1.L.1.g Use frequently occurring conjunctions (e.g., and, but, or, so, because).**

Grade: 1 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: K-3 GD: 1 to -2 KY.K-3.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; nonstandard grammar may be used for intended effect.

MG: K-3 GD: 1 to -2 KY.K-3.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., to/too/two; there/their)

Cluster: Conventions of Standard English

CCSS: **CC.1.L.1.h Use determiners (e.g., articles, demonstratives).**

Grade: 1 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: K-3 GD: 1 to -2 KY.K-3.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; nonstandard grammar may be used for intended effect.

MG: K-3 GD: 1 to -2 KY.K-3.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., to/too/two; there/their)

Cluster: Conventions of Standard English

CCSS: **CC.1.L.1.i Use frequently occurring prepositions (e.g., during, beyond, toward).**

Grade: 1 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: K-3 GD: 1 to -2 KY.K-3.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; nonstandard grammar may be used for intended effect.

MG: K-3 GD: 1 to -2 KY.K-3.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., to/too/two; there/their)

Cluster: Conventions of Standard English

CCSS: **CC.1.L.1.j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.**

Grade: 1 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes: The state standard is not as specific as the CCSS.

MG: K-3 GD: 1 to -2 KY.K-3.W.P.SC.5 Students will edit for appropriate language usage, sentence structure, spelling, capitalization, punctuation and appropriate documentation of sources

MG: K-3 GD: 1 to -2 KY.K-3.W.S.EU.1 Students will understand that sentences must be complete and clear. Variety in sentence structure helps to engage the reader and make meaning more clear. Sometimes, unconventional sentence structure is appropriate for an intended effect upon the reader.

MG: K-3 GD: 1 to -2 KY.K-3.W.S.EU.2 Students will understand that different types of structures (e.g., paragraphs, stanzas) are appropriate for different purposes, audiences and different forms of writing. Paragraphs maintain focus on one central idea.

MG: K-3 GD: 1 to -2 KY.K-3.W.S.SC.1 Students will use complete and correct sentences of various structures and lengths (e.g. simple, compound) to enhance meaning throughout a piece of writing; apply unconventional sentence structures to achieve intended effect on audience

MG: K-3 GD: 1 to -2 KY.K-3.W.WC.EU.1 Students will understand that writers need to choose their language with care, depending on the content, purpose and audience.

MG: K-3 GD: 1 to -2 KY.K-3.W.WC.EU.2 Students will understand that language should be concise and precise. Strong verbs and nouns, concrete details and sensory language help make meaning clear to the reader.

MG: K-3 GD: 1 to -2 KY.K-3.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; nonstandard grammar may be used for intended effect.

Cluster: Conventions of Standard English

CCSS: **CC.1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

Grade: 1 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: K-3 GD: 1 to -2 KY.K-3.W.P.SC.5 Students will edit for appropriate language usage, sentence structure, spelling, capitalization, punctuation and appropriate documentation of sources

MG: K-3 GD: 1 to -2 KY.K-3.W.WC.EU.4 Students will understand that writers need to use correct spelling, punctuation and capitalization.

MG: K-3 GD: 1 to -2 KY.K-3.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., to/too/two; there/their)

Cluster: Conventions of Standard English

CCSS: **CC.1.L.2.a Capitalize dates and names of people.**

Grade: 1 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes: The state standard is not as specific as the CCSS.

MG: K-3 GD: 1 to -2 KY.K-3.W.P.SC.5 Students will edit for appropriate language usage, sentence structure, spelling, capitalization, punctuation and appropriate documentation of sources

MG: K-3 GD: 1 to -2 KY.K-3.W.WC.EU.4 Students will understand that writers need to use correct spelling, punctuation and capitalization.

MG: K-3 GD: 1 to -2 KY.K-3.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., to/too/two; there/their)

Cluster: Conventions of Standard English

CCSS: **CC.1.L.2.b Use end punctuation for sentences.**

Grade: 1 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes: The state standard is not as specific as the CCSS.

MG: K-3 GD: 1 to -2 KY.K-3.W.P.SC.5 Students will edit for appropriate language usage, sentence structure, spelling, capitalization, punctuation and appropriate documentation of sources

MG: K-3 GD: 1 to -2 KY.K-3.W.WC.EU.4 Students will understand that writers need to use correct spelling, punctuation and capitalization.

MG: K-3 GD: 1 to -2 KY.K-3.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., to/too/two; there/their)

Cluster: Conventions of Standard English

CCSS: **CC.1.L.2.c Use commas in dates and to separate single words in a series.**

Grade: 1 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes: The state standard is not as specific as the CCSS.

MG: K-3 GD: 1 to -2 KY.K-3.W.P.SC.5 Students will edit for appropriate language usage, sentence structure, spelling, capitalization, punctuation and appropriate documentation of sources

MG: K-3 GD: 1 to -2 KY.K-3.W.WC.EU.4 Students will understand that writers need to use correct spelling, punctuation and capitalization.

MG: K-3 GD: 1 to -2 KY.K-3.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., to/too/two; there/their)

Cluster: Conventions of Standard English

CCSS: **CC.1.L.2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.**

Grade: 1 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes: The state standard is not as specific as the CCSS.

MG: K-3	GD: 1 to -2	KY.K-3.R.F.EU.1 Students understand that knowing how letters are linked to sounds to form letter-sound correspondence and spelling patterns can help determine unfamiliar words while reading.
MG: K-3	GD: 1 to -2	KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs
MG: K-3	GD: 1 to -2	KY.K-3.W.P.SC.5 Students will edit for appropriate language usage, sentence structure, spelling, capitalization, punctuation and appropriate documentation of sources
MG: K-3	GD: 1 to -2	KY.K-3.W.WC.EU.4 Students will understand that writers need to use correct spelling, punctuation and capitalization.

Cluster: Conventions of Standard English

CCSS: **CC.1.L.2.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.**

Grade: 1 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes: The state standard is not as specific as the CCSS.

MG: K-3	GD: 1 to -2	KY.K-3.R.F.EU.1 Students understand that knowing how letters are linked to sounds to form letter-sound correspondence and spelling patterns can help determine unfamiliar words while reading.
MG: K-3	GD: 1 to -2	KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs
MG: K-3	GD: 1 to -2	KY.K-3.W.P.SC.5 Students will edit for appropriate language usage, sentence structure, spelling, capitalization, punctuation and appropriate documentation of sources
MG: K-3	GD: 1 to -2	KY.K-3.W.WC.SC.4 Students will use grade-appropriate spelling (beginning with pictures/marks/signs that represent print and moving to correct beginning and ending sounds, to developmental spelling, to correct spelling in final drafts)

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.1.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.**

Grade: 1 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes: The state standard is not as specific as the CCSS.

MG: K-3	GD: 1 to -2	KY.K-3.R.F.EU.3 Students understand that developing breadth of vocabulary improves reading comprehension and involves applying knowledge of word meanings and word relationships. The larger the reader's vocabulary the easier it is to make sense of text.
MG: K-3	GD: 1 to -2	KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs
MG: K-3	GD: 1 to -2	KY.K-3.R.F.SC.4 Students will use a variety of reading strategies to understand words, word meanings, and texts to develop breadth of vocabulary: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • use context clues to identify the correct meaning as the word is used • apply knowledge of synonyms, antonyms, homonyms/homophones, or compound words to assist comprehension • apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • organize words by categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows)
MG: K-3	GD: 1 to -2	KY.K-3.W.WC.EU.2 Students will understand that language should be concise and precise. Strong verbs and nouns, concrete details and sensory language help make meaning clear to the reader.
MG: K-3	GD: 1 to -2	KY.K-3.W.WC.SC.1 Students will choose precise and descriptive language for clarity and its effect on the reader (words with multiple meanings, strong nouns and verbs, concrete and sensory details, figurative language - similes)

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.1.L.4.a Use sentence-level context as a clue to the meaning of a word or phrase.**

Grade: 1 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: K-3	GD: 1 to -2	KY.K-3.R.F.EU.4 Students understand that many words have multiple meanings. Knowledge of syntax/language structure, semantics/meaning, context cues, and the use of resources can help in identifying the intended meaning of words and phrases as they are used in text.
MG: K-3	GD: 1 to -2	KY.K-3.R.F.SC.4 Students will use a variety of reading strategies to understand words, word meanings, and texts to develop breadth of vocabulary: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • use context clues to identify the correct meaning as the word is used • apply knowledge of synonyms, antonyms, homonyms/homophones, or compound words to assist comprehension • apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • organize words by categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows)

MG: K-3 GD: 1 to -2 KY.K-3.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional words/phrases and conclusions all help make meaning clear for the reader.

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.1.L.4.b Use frequently occurring affixes as a clue to the meaning of a word.**

Grade: 1 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: K-3 GD: 1 to -2 KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.1.L.4.c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).**

Grade: 1 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: K-3 GD: 1 to -2 KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs

MG: K-3 GD: 1 to -2 KY.K-3.R.F.SC.4 Students will use a variety of reading strategies to understand words, word meanings, and texts to develop breadth of vocabulary: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • use context clues to identify the correct meaning as the word is used • apply knowledge of synonyms, antonyms, homonyms/homophones, or compound words to assist comprehension • apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • organize words by categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows)

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.1.L.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.**

Grade: 1 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes: The state standard is broad in that it expects children to choose their language with care and is not as specific as the CCSS.

MG: K-3 GD: 1 to -2 KY.K-3.R.F.SC.4 Students will use a variety of reading strategies to understand words, word meanings, and texts to develop breadth of vocabulary: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • use context clues to identify the correct meaning as the word is used • apply knowledge of synonyms, antonyms, homonyms/homophones, or compound words to assist comprehension • apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • organize words by categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows)

MG: K-3 GD: 1 to -2 KY.K-3.W.WC.EU.1 Students will understand that writers need to choose their language with care, depending on the content, purpose and audience.

MG: K-3 GD: 1 to -2 KY.K-3.W.WC.SC.1 Students will choose precise and descriptive language for clarity and its effect on the reader (words with multiple meanings, strong nouns and verbs, concrete and sensory details, figurative language - similes)

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.1.L.5.a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.**

Grade: 1 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: K-3 GD: 1 to -2 KY.K-3.R.F.SC.4 Students will use a variety of reading strategies to understand words, word meanings, and texts to develop breadth of vocabulary: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • use context clues to identify the correct meaning as the word is used • apply knowledge of synonyms, antonyms, homonyms/homophones, or compound words to assist comprehension • apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • organize words by categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows)

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.1.L.5.b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).**

Grade: 1 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: K-3 GD: 1 to -2 KY.K-3.R.F.SC.4 Students will use a variety of reading strategies to understand words, word meanings, and texts to develop breadth of vocabulary: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • use context clues to identify the correct meaning as the word is used • apply knowledge of synonyms, antonyms, homonyms/homophones, or compound words to assist comprehension • apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • organize words by categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows)

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.1.L.5.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).**

Grade: 1 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: K-3 GD: 1 to -2 KY.K-3.R.F.SC.4 Students will use a variety of reading strategies to understand words, word meanings, and texts to develop breadth of vocabulary: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • use context clues to identify the correct meaning as the word is used • apply knowledge of synonyms, antonyms, homonyms/homophones, or compound words to assist comprehension • apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • organize words by categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows)

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.1.L.5.d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.**

Grade: 1 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: K-3 GD: 1 to -2 KY.K-3.W.WC.SC.1 Students will choose precise and descriptive language for clarity and its effect on the reader (words with multiple meanings, strong nouns and verbs, concrete and sensory details, figurative language - similes)

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.1.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).**

Grade: 1 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes: The state standard asks for students to make sense of the material they encounter and the CCSS requires students to use the words and phrases they have acquired.

MG: K-3 GD: 1 to -2 KY.K-3.SLO.EU.1 Students will understand that communication, both formal and informal, is an interpretive process that integrates listening, observing, reading, writing and speaking with confidence. Different levels of discourse are appropriate for different contexts, occasions, purposes and audiences.

MG: K-3 GD: 1 to -2 KY.K-3.SLO.EU.4 Students will understand that observation involves interpreting and constructing meaning. By viewing in context, students infer, construct meaning, draw conclusions and form opinions about the world around them.

MG: K-3 GD: 1 to -2 KY.K-3.SLO.SC.14 When listening, students will build on the ideas of others and contribute appropriate information or ideas

MG: K-3 GD: 1 to -2 KY.K-3.SLO.SC.2 In formal speaking situations, students will apply delivery techniques: • both verbal (e.g., tone, volume, rate, articulation, pacing) and nonverbal (e.g., gestures, facial expressions, eye contact) • avoid distracting delivery behaviors (e.g. excessive verbal pauses, fidgeting) • use language appropriate to audience; use specialized content vocabulary as needed • adhere to standard guidelines for grammar, usage, mechanics or use non-standard language for effect when appropriate (e.g., word plays, slang, similes) • choose language for its effect on the audience (e.g., strong nouns, active verbs, concrete and sensory details, figurative language)

MG: K-3 GD: 1 to -2 KY.K-3.W.C.EU.4 Students will understand that writing can be used to make meaning of one's own experience, as well as of other information/ideas.

MG: K-3	GD: 1 to -2	KY.K-3.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from reading or other learning), explaining reflections or related connections (e.g., identifying relationships and own experiences, offering support for conclusions, organizing prior knowledge about a topic)
MG: K-3	GD: 1 to -2	KY.K-3.W.WC.SC.1 Students will choose precise and descriptive language for clarity and its effect on the reader (words with multiple meanings, strong nouns and verbs, concrete and sensory details, figurative language - similes)
MG: K-3	GD: 1 to -2	KY.K-3.W.WC.SC.2 Students will use specialized content vocabulary and words used for specific contexts, as needed

Cluster: Conventions of Standard English

CCSS: **CC.2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

Grade: 2 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: K-3	GD: 2 to -1	KY.K-3.SLO.EU.2 Students will understand that regardless of the topic, the context or the intended audience, students need to be able to communicate ideas effectively. Effective communication involves verbal and nonverbal techniques to enhance or emphasize content. These techniques aid the listener's ability to interpret the information.
MG: K-3	GD: 2 to -1	KY.K-3.SLO.EU.3 Students will understand that language usage is related to successful communication; language patterns and vocabulary transmit culture and affect meaning.
MG: K-3	GD: 2 to -1	KY.K-3.SLO.SC.2 In formal speaking situations, students will apply delivery techniques: • both verbal (e.g., tone, volume, rate, articulation, pacing) and nonverbal (e.g., gestures, facial expressions, eye contact) • avoid distracting delivery behaviors (e.g. excessive verbal pauses, fidgeting) • use language appropriate to audience; use specialized content vocabulary as needed • adhere to standard guidelines for grammar, usage, mechanics or use non-standard language for effect when appropriate (e.g., word plays, slang, similes) • choose language for its effect on the audience (e.g., strong nouns, active verbs, concrete and sensory details, figurative language)
MG: K-3	GD: 2 to -1	KY.K-3.W.P.SC.5 Students will edit for appropriate language usage, sentence structure, spelling, capitalization, punctuation and appropriate documentation of sources
MG: K-3	GD: 2 to -1	KY.K-3.W.S.SC.1 Students will use complete and correct sentences of various structures and lengths (e.g. simple, compound) to enhance meaning throughout a piece of writing; apply unconventional sentence structures to achieve intended effect on audience
MG: K-3	GD: 2 to -1	KY.K-3.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; nonstandard grammar may be used for intended effect.

Cluster: Conventions of Standard English

CCSS: **CC.2.L.1.a Use collective nouns (e.g., group).**

Grade: 2 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: K-3	GD: 2 to -1	KY.K-3.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; nonstandard grammar may be used for intended effect.
MG: K-3	GD: 2 to -1	KY.K-3.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., to/too/two; there/their)

Cluster: Conventions of Standard English

CCSS: **CC.2.L.1.b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).**

Grade: 2 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: K-3	GD: 2 to -1	KY.K-3.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; nonstandard grammar may be used for intended effect.

MG: K-3 GD: 2 to -1 KY.K-3.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., to/too/two; there/their)

Cluster: Conventions of Standard English

CCSS: **CC.2.L.1.c Use reflexive pronouns (e.g., myself, ourselves).**

Grade: 2 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: K-3 GD: 2 to -1 KY.K-3.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; nonstandard grammar may be used for intended effect.

MG: K-3 GD: 2 to -1 KY.K-3.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., to/too/two; there/their)

Cluster: Conventions of Standard English

CCSS: **CC.2.L.1.d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).**

Grade: 2 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: K-3 GD: 2 to -1 KY.K-3.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; nonstandard grammar may be used for intended effect.

MG: K-3 GD: 2 to -1 KY.K-3.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., to/too/two; there/their)

Cluster: Conventions of Standard English

CCSS: **CC.2.L.1.e Use adjectives and adverbs, and choose between them depending on what is to be modified.**

Grade: 2 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: K-3 GD: 2 to -1 KY.K-3.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; nonstandard grammar may be used for intended effect.

MG: K-3 GD: 2 to -1 KY.K-3.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., to/too/two; there/their)

Cluster: Conventions of Standard English

CCSS: **CC.2.L.1.f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).**

Grade: 2 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: K-3 GD: 2 to -1 KY.K-3.W.P.SC.5 Students will edit for appropriate language usage, sentence structure, spelling, capitalization, punctuation and appropriate documentation of sources

MG: K-3 GD: 2 to -1 KY.K-3.W.S.EU.1 Students will understand that sentences must be complete and clear. Variety in sentence structure helps to engage the reader and make meaning more clear. Sometimes, unconventional sentence structure is appropriate for an intended effect upon the reader.

MG: K-3	GD: 2 to -1	KY.K-3.W.S.EU.2 Students will understand that different types of structures (e.g., paragraphs, stanzas) are appropriate for different purposes, audiences and different forms of writing. Paragraphs maintain focus on one central idea.
MG: K-3	GD: 2 to -1	KY.K-3.W.S.SC.1 Students will use complete and correct sentences of various structures and lengths (e.g. simple, compound) to enhance meaning throughout a piece of writing; apply unconventional sentence structures to achieve intended effect on audience
MG: K-3	GD: 2 to -1	KY.K-3.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; nonstandard grammar may be used for intended effect.
MG: K-3	GD: 2 to -1	KY.K-3.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., to/too/two; there/their)

Cluster: Conventions of Standard English

CCSS: **CC.2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

Grade: 2 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: K-3	GD: 2 to -1	KY.K-3.W.P.SC.5 Students will edit for appropriate language usage, sentence structure, spelling, capitalization, punctuation and appropriate documentation of sources
MG: K-3	GD: 2 to -1	KY.K-3.W.WC.EU.4 Students will understand that writers need to use correct spelling, punctuation and capitalization.
MG: K-3	GD: 2 to -1	KY.K-3.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., to/too/two; there/their)

Cluster: Conventions of Standard English

CCSS: **CC.2.L.2.a Capitalize holidays, product names, and geographic names.**

Grade: 2 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes: The state standard is not as specific as the CCSS.

MG: K-3	GD: 2 to -1	KY.K-3.W.P.SC.5 Students will edit for appropriate language usage, sentence structure, spelling, capitalization, punctuation and appropriate documentation of sources
MG: K-3	GD: 2 to -1	KY.K-3.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; nonstandard grammar may be used for intended effect.
MG: K-3	GD: 2 to -1	KY.K-3.W.WC.EU.4 Students will understand that writers need to use correct spelling, punctuation and capitalization.

Cluster: Conventions of Standard English

CCSS: **CC.2.L.2.b Use commas in greetings and closings of letters.**

Grade: 2 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes: The state standard is not as specific as the CCSS.

MG: K-3	GD: 2 to -1	KY.K-3.W.P.SC.5 Students will edit for appropriate language usage, sentence structure, spelling, capitalization, punctuation and appropriate documentation of sources
MG: K-3	GD: 2 to -1	KY.K-3.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; nonstandard grammar may be used for intended effect.
MG: K-3	GD: 2 to -1	KY.K-3.W.WC.EU.4 Students will understand that writers need to use correct spelling, punctuation and capitalization.

Cluster: Conventions of Standard English

CCSS: **CC.2.L.2.c Use an apostrophe to form contractions and frequently occurring possessives.**

Grade: 2 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes: The state standard is not as specific as the CCSS.

MG: K-3	GD: 2 to -1	KY.K-3.W.P.SC.5 Students will edit for appropriate language usage, sentence structure, spelling, capitalization, punctuation and appropriate documentation of sources
MG: K-3	GD: 2 to -1	KY.K-3.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; nonstandard grammar may be used for intended effect.
MG: K-3	GD: 2 to -1	KY.K-3.W.WC.EU.4 Students will understand that writers need to use correct spelling, punctuation and capitalization.

Cluster: Conventions of Standard English

CCSS: **CC.2.L.2.d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).**

Grade: 2 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: K-3	GD: 2 to -1	KY.K-3.R.F.EU.1 Students understand that knowing how letters are linked to sounds to form letter-sound correspondence and spelling patterns can help determine unfamiliar words while reading.
MG: K-3	GD: 2 to -1	KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs
MG: K-3	GD: 2 to -1	KY.K-3.W.P.SC.5 Students will edit for appropriate language usage, sentence structure, spelling, capitalization, punctuation and appropriate documentation of sources

Cluster: Conventions of Standard English

CCSS: **CC.2.L.2.e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings**

Grade: 2 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes: The state standard references the use of resources for final drafts and not inclusive of pre-writing, drafts, and revising.

MG: K-3	GD: 2 to -1	KY.K-3.R.F.SC.5 Students will use resources (e.g., picture dictionaries, dictionaries, glossaries) to determine correct spelling of words and to identify multiple meanings of words and content-specific meanings of words
MG: K-3	GD: 2 to -1	KY.K-3.W.WC.SC.5 Students will use resources (e.g., picture dictionary, word wall) to correct spelling in final drafts

Cluster: Knowledge of Language

CCSS: **CC.2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

Grade: 2 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: K-3	GD: 2 to -1	KY.K-3.SLO.EU.2 Students will understand that regardless of the topic, the context or the intended audience, students need to be able to communicate ideas effectively. Effective communication involves verbal and nonverbal techniques to enhance or emphasize content. These techniques aid the listener's ability to interpret the information.
MG: K-3	GD: 2 to -1	KY.K-3.SLO.EU.3 Students will understand that language usage is related to successful communication; language patterns and vocabulary transmit culture and affect meaning.
MG: K-3	GD: 2 to -1	KY.K-3.SLO.SC.2 In formal speaking situations, students will apply delivery techniques: • both verbal (e.g., tone, volume, rate, articulation, pacing) and nonverbal (e.g., gestures, facial expressions, eye contact) • avoid distracting delivery behaviors (e.g. excessive verbal pauses, fidgeting) • use language appropriate to audience; use specialized content vocabulary as needed • adhere to standard guidelines for grammar, usage, mechanics or use non-standard language for effect when appropriate (e.g., word plays, slang, similes) • choose language for its effect on the audience (e.g., strong nouns, active verbs, concrete and sensory details, figurative language)
MG: K-3	GD: 2 to -1	KY.K-3.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing (e.g., beginning with meaningful drawings, symbols and letters, and moving to use of appropriate written language-words/labels, phrases, sentences, paragraphs and whole texts)
MG: K-3	GD: 2 to -1	KY.K-3.W.P.SC.5 Students will edit for appropriate language usage, sentence structure, spelling, capitalization, punctuation and appropriate documentation of sources
MG: K-3	GD: 2 to -1	KY.K-3.W.S.EU.1 Students will understand that sentences must be complete and clear. Variety in sentence structure helps to engage the reader and make meaning more clear. Sometimes, unconventional sentence structure is appropriate for an intended effect upon the reader.
MG: K-3	GD: 2 to -1	KY.K-3.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional words/phrases and conclusions all help make meaning clear for the reader.
MG: K-3	GD: 2 to -1	KY.K-3.W.S.SC.1 Students will use complete and correct sentences of various structures and lengths (e.g. simple, compound) to enhance meaning throughout a piece of writing; apply unconventional sentence structures to achieve intended effect on audience
MG: K-3	GD: 2 to -1	KY.K-3.W.S.SC.2 Students will develop analytical structures appropriate to purpose (e.g., sequence, problem/solution, description, question/answer)
MG: K-3	GD: 2 to -1	KY.K-3.W.S.SC.3 Students will establish a context for the reader and a controlling idea in the introduction; arrange ideas in meaningful order; and have an effective conclusion
MG: K-3	GD: 2 to -1	KY.K-3.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; nonstandard grammar may be used for intended effect.
MG: K-3	GD: 2 to -1	KY.K-3.W.WC.SC.1 Students will choose precise and descriptive language for clarity and its effect on the reader (words with multiple meanings, strong nouns and verbs, concrete and sensory details, figurative language - similes)

Cluster: Knowledge of Language

CCSS: **CC.2.L.3.a Compare formal and informal uses of English.**

Grade: 2 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: K-3	GD: 2 to -1	KY.K-3.W.P.SC.5 Students will edit for appropriate language usage, sentence structure, spelling, capitalization, punctuation and appropriate documentation of sources
MG: K-3	GD: 2 to -1	KY.K-3.W.S.EU.1 Students will understand that sentences must be complete and clear. Variety in sentence structure helps to engage the reader and make meaning more clear. Sometimes, unconventional sentence structure is appropriate for an intended effect upon the reader.
MG: K-3	GD: 2 to -1	KY.K-3.W.S.SC.1 Students will use complete and correct sentences of various structures and lengths (e.g. simple, compound) to enhance meaning throughout a piece of writing; apply unconventional sentence structures to achieve intended effect on audience
MG: K-3	GD: 2 to -1	KY.K-3.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; nonstandard grammar may be used for intended effect.

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.2.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.**

Grade: 2 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: K-3	GD: 2 to -1	KY.K-3.R.F.EU.3 Students understand that developing breadth of vocabulary improves reading comprehension and involves applying knowledge of word meanings and word relationships. The larger the reader's vocabulary the easier it is to make sense of text.
MG: K-3	GD: 2 to -1	KY.K-3.R.F.EU.4 Students understand that many words have multiple meanings. Knowledge of syntax/language structure, semantics/meaning, context cues, and the use of resources can help in identifying the intended meaning of words and phrases as they are used in text.
MG: K-3	GD: 2 to -1	KY.K-3.R.F.SC.2 Students will apply context and self-correction strategies while reading (e.g., using pictures, syntax, predictive language to predict upcoming words and text, monitoring own reading, self-correcting, confirming meaning, adjusting pace of reading or rereading to acquire meaning, previewing text selections)
MG: K-3	GD: 2 to -1	KY.K-3.R.F.SC.4 Students will use a variety of reading strategies to understand words, word meanings, and texts to develop breadth of vocabulary: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • use context clues to identify the correct meaning as the word is used • apply knowledge of synonyms, antonyms, homonyms/homophones, or compound words to assist comprehension • apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • organize words by categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows)
MG: K-3	GD: 2 to -1	KY.K-3.R.F.SC.5 Students will use resources (e.g., picture dictionaries, dictionaries, glossaries) to determine correct spelling of words and to identify multiple meanings of words and content-specific meanings of words
MG: K-3	GD: 2 to -1	KY.K-3.W.WC.EU.2 Students will understand that language should be concise and precise. Strong verbs and nouns, concrete details and sensory language help make meaning clear to the reader.
MG: K-3	GD: 2 to -1	KY.K-3.W.WC.SC.1 Students will choose precise and descriptive language for clarity and its effect on the reader (words with multiple meanings, strong nouns and verbs, concrete and sensory details, figurative language - similes)

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.2.L.4.a Use sentence-level context as a clue to the meaning of a word or phrase.**

Grade: 2 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: K-3	GD: 2 to -1	KY.K-3.R.F.EU.4 Students understand that many words have multiple meanings. Knowledge of syntax/language structure, semantics/meaning, context cues, and the use of resources can help in identifying the intended meaning of words and phrases as they are used in text.
MG: K-3	GD: 2 to -1	KY.K-3.R.F.SC.2 Students will apply context and self-correction strategies while reading (e.g., using pictures, syntax, predictive language to predict upcoming words and text, monitoring own reading, self-correcting, confirming meaning, adjusting pace of reading or rereading to acquire meaning, previewing text selections)
MG: K-3	GD: 2 to -1	KY.K-3.R.F.SC.4 Students will use a variety of reading strategies to understand words, word meanings, and texts to develop breadth of vocabulary: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • use context clues to identify the correct meaning as the word is used • apply knowledge of synonyms, antonyms, homonyms/homophones, or compound words to assist comprehension • apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • organize words by categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows)
MG: K-3	GD: 2 to -1	KY.K-3.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional words/phrases and conclusions all help make meaning clear for the reader.

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.2.L.4.b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).**

Grade: 2 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: K-3	GD: 2 to -1	KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs
MG: K-3	GD: 2 to -1	KY.K-3.R.F.SC.4 Students will use a variety of reading strategies to understand words, word meanings, and texts to develop breadth of vocabulary: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • use context clues to identify the correct meaning as the word is used • apply knowledge of synonyms, antonyms, homonyms/homophones, or compound words to assist comprehension • apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • organize words by categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows)

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.2.L.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).**

Grade: 2 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: K-3 GD: 2 to -1 KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs

MG: K-3 GD: 2 to -1 KY.K-3.R.F.SC.4 Students will use a variety of reading strategies to understand words, word meanings, and texts to develop breadth of vocabulary: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • use context clues to identify the correct meaning as the word is used • apply knowledge of synonyms, antonyms, homonyms/homophones, or compound words to assist comprehension • apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • organize words by categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows)

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.2.L.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).**

Grade: 2 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: K-3 GD: 2 to -1 KY.K-3.R.F.SC.4 Students will use a variety of reading strategies to understand words, word meanings, and texts to develop breadth of vocabulary: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • use context clues to identify the correct meaning as the word is used • apply knowledge of synonyms, antonyms, homonyms/homophones, or compound words to assist comprehension • apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • organize words by categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows)

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.2.L.4.e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.**

Grade: 2 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: K-3 GD: 2 to -1 KY.K-3.R.F.SC.5 Students will use resources (e.g., picture dictionaries, dictionaries, glossaries) to determine correct spelling of words and to identify multiple meanings of words and content-specific meanings of words

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.2.L.5 Demonstrate understanding of word relationships and nuances in word meanings.**

Grade: 2 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes: The state standard is broad in that it expects children to choose their language with care and is not as specific as the CCSS.

MG: K-3	GD: 2 to -1	KY.K-3.W.WC.EU.1 Students will understand that writers need to choose their language with care, depending on the content, purpose and audience.
MG: K-3	GD: 2 to -1	KY.K-3.W.WC.SC.1 Students will choose precise and descriptive language for clarity and its effect on the reader (words with multiple meanings, strong nouns and verbs, concrete and sensory details, figurative language - similes)

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.2.L.5.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).**

Grade: 2 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: K-3	GD: 2 to -1	KY.K-3.R.F.EU.3 Students understand that developing breadth of vocabulary improves reading comprehension and involves applying knowledge of word meanings and word relationships. The larger the reader's vocabulary the easier it is to make sense of text.

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.2.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).**

Grade: 2 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes: The state standard asks for students to make sense of the material they encounter and the CCSS requires students to use the words and phrases they have acquired.

MG: K-3	GD: 2 to -1	KY.K-3.SLO.EU.1 Students will understand that communication, both formal and informal, is an interpretive process that integrates listening, observing, reading, writing and speaking with confidence. Different levels of discourse are appropriate for different contexts, occasions, purposes and audiences.
MG: K-3	GD: 2 to -1	KY.K-3.SLO.EU.4 Students will understand that observation involves interpreting and constructing meaning. By viewing in context, students infer, construct meaning, draw conclusions and form opinions about the world around them.
MG: K-3	GD: 2 to -1	KY.K-3.SLO.SC.2 In formal speaking situations, students will apply delivery techniques: • both verbal (e.g., tone, volume, rate, articulation, pacing) and nonverbal (e.g., gestures, facial expressions, eye contact) • avoid distracting delivery behaviors (e.g. excessive verbal pauses, fidgeting) • use language appropriate to audience; use specialized content vocabulary as needed • adhere to standard guidelines for grammar, usage, mechanics or use non-standard language for effect when appropriate (e.g., word plays, slang, similes) • choose language for its effect on the audience (e.g., strong nouns, active verbs, concrete and sensory details, figurative language)
MG: K-3	GD: 2 to -1	KY.K-3.W.C.EU.4 Students will understand that writing can be used to make meaning of one's own experience, as well as of other information/ideas.
MG: K-3	GD: 2 to -1	KY.K-3.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from reading or other learning), explaining reflections or related connections (e.g., identifying relationships and own experiences, offering support for conclusions, organizing prior knowledge about a topic)
MG: K-3	GD: 2 to -1	KY.K-3.W.WC.SC.1 Students will choose precise and descriptive language for clarity and its effect on the reader (words with multiple meanings, strong nouns and verbs, concrete and sensory details, figurative language - similes)

MG: K-3 GD: 2 to -1 KY.K-3.W.WC.SC.2 Students will use specialized content vocabulary and words used for specific contexts, as needed

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.2.L.5.b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).**

Grade: 2 DM: Unmatched

Strand: LANGUAGE Notes: Unmatched

MG: Unma GD:

Cluster: Conventions of Standard English

CCSS: **CC.3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

Grade: 3 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes: Click here to add a note

MG: K-3	GD: 3	KY.K-3.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; nonstandard grammar may be used for intended effect.
MG: K-3	GD: 3	KY.K-3.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., to/too/two; there/their)

Cluster: Conventions of Standard English

CCSS: **CC.3.L.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.**

Grade: 3 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: K-3	GD: 3	KY.K-3.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; nonstandard grammar may be used for intended effect.
MG: K-3	GD: 3	KY.K-3.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., to/too/two; there/their)

Cluster: Conventions of Standard English

CCSS: **CC.3.L.1.b Form and use regular and irregular plural nouns.**

Grade: 3 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: K-3	GD: 3	KY.K-3.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; nonstandard grammar may be used for intended effect.
MG: K-3	GD: 3	KY.K-3.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., to/too/two; there/their)

Cluster: Conventions of Standard English

CCSS: **CC.3.L.1.c Use abstract nouns (e.g., childhood).**

Grade: 3 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: K-3	GD: 3	KY.K-3.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; nonstandard grammar may be used for intended effect.
MG: K-3	GD: 3	KY.K-3.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., to/too/two; there/their)

Cluster: Conventions of Standard English

CCSS: **CC.3.L.1.d Form and use regular and irregular verbs.**

Grade: 3 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: K-3	GD: 3	KY.K-3.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; nonstandard grammar may be used for intended effect.
MG: K-3	GD: 3	KY.K-3.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., to/too/two; there/their)

Cluster: Conventions of Standard English

CCSS: **CC.3.L.1.e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.**

Grade: 3 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes: The state standard is not as specific as the CCSS.

MG: K-3	GD: 3	KY.K-3.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; nonstandard grammar may be used for intended effect.
MG: K-3	GD: 3	KY.K-3.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., to/too/two; there/their)

Cluster: Conventions of Standard English

CCSS: **CC.3.L.1.f Ensure subject-verb and pronoun-antecedent agreement.***

Grade: 3 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes: The state standard is not as specific as the CCSS.

MG: K-3	GD: 3	KY.K-3.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; nonstandard grammar may be used for intended effect.
MG: K-3	GD: 3	KY.K-3.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., to/too/two; there/their)

Cluster: Conventions of Standard English

CCSS: **CC.3.L.1.g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.**

Grade: 3 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: K-3	GD: 3	KY.K-3.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; nonstandard grammar may be used for intended effect.
MG: K-3	GD: 3	KY.K-3.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., to/too/two; there/their)

Cluster: Conventions of Standard English

CCSS: **CC.3.L.1.h Use coordinating and subordinating conjunctions.**

Grade: 3 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: K-3	GD: 3	KY.K-3.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; nonstandard grammar may be used for intended effect.
MG: K-3	GD: 3	KY.K-3.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., to/too/two; there/their)

Cluster: Conventions of Standard English

CCSS: **CC.3.L.1.i Produce simple, compound, and complex sentences.**

Grade: 3 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: K-3	GD: 3	KY.K-3.W.S.SC.1 Students will use complete and correct sentences of various structures and lengths (e.g. simple, compound) to enhance meaning throughout a piece of writing; apply unconventional sentence structures to achieve intended effect on audience
MG: K-3	GD: 3	KY.K-3.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; nonstandard grammar may be used for intended effect.
MG: K-3	GD: 3	KY.K-3.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., to/too/two; there/their)

Cluster: Conventions of Standard English

CCSS: **CC.3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

Grade: 3 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: K-3	GD: 3	KY.K-3.W.WC.EU.4 Students will understand that writers need to use correct spelling, punctuation and capitalization.
MG: K-3	GD: 3	KY.K-3.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., to/too/two; there/their)

Cluster: Conventions of Standard English

CCSS: **CC.3.L.2.a Capitalize appropriate words in titles.**

Grade: 3 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: K-3	GD: 3	KY.K-3.W.P.SC.5 Students will edit for appropriate language usage, sentence structure, spelling, capitalization, punctuation and appropriate documentation of sources
MG: K-3	GD: 3	KY.K-3.W.WC.EU.4 Students will understand that writers need to use correct spelling, punctuation and capitalization.
MG: K-3	GD: 3	KY.K-3.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., to/too/two; there/their)

Cluster: Conventions of Standard English

CCSS: **CC.3.L.2.b Use commas in addresses.**

Grade: 3 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: K-3	GD: 3	KY.K-3.W.P.SC.5 Students will edit for appropriate language usage, sentence structure, spelling, capitalization, punctuation and appropriate documentation of sources
MG: K-3	GD: 3	KY.K-3.W.WC.EU.4 Students will understand that writers need to use correct spelling, punctuation and capitalization.
MG: K-3	GD: 3	KY.K-3.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., to/too/two; there/their)

Cluster: Conventions of Standard English

CCSS: **CC.3.L.2.c Use commas and quotation marks in dialogue.**

Grade: 3 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes: The state standard is not as specific as the CCSS.

MG: K-3	GD: 3	KY.K-3.W.P.SC.5 Students will edit for appropriate language usage, sentence structure, spelling, capitalization, punctuation and appropriate documentation of sources
MG: K-3	GD: 3	KY.K-3.W.WC.EU.4 Students will understand that writers need to use correct spelling, punctuation and capitalization.
MG: K-3	GD: 3	KY.K-3.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., to/too/two; there/their)

Cluster: Conventions of Standard English

CCSS: **CC.3.L.2.d Form and use possessives.**

Grade: 3 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: K-3	GD: 3	KY.K-3.W.P.SC.5 Students will edit for appropriate language usage, sentence structure, spelling, capitalization, punctuation and appropriate documentation of sources
MG: K-3	GD: 3	KY.K-3.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., to/too/two; there/their)

Cluster: Conventions of Standard English

CCSS: **CC.3.L.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).**

Grade: 3 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: K-3	GD: 3	KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs
MG: K-3	GD: 3	KY.K-3.R.F.SC.4 Students will use a variety of reading strategies to understand words, word meanings, and texts to develop breadth of vocabulary: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • use context clues to identify the correct meaning as the word is used • apply knowledge of synonyms, antonyms, homonyms/homophones, or compound words to assist comprehension • apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • organize words by categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows)
MG: K-3	GD: 3	KY.K-3.W.P.SC.5 Students will edit for appropriate language usage, sentence structure, spelling, capitalization, punctuation and appropriate documentation of sources

Cluster: Conventions of Standard English

CCSS: **CC.3.L.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.**

Grade: 3 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: K-3	GD: 3	KY.K-3.R.F.EU.1 Students understand that knowing how letters are linked to sounds to form letter-sound correspondence and spelling patterns can help determine unfamiliar words while reading.
MG: K-3	GD: 3	KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs
MG: K-3	GD: 3	KY.K-3.W.P.SC.5 Students will edit for appropriate language usage, sentence structure, spelling, capitalization, punctuation and appropriate documentation of sources

Cluster: Conventions of Standard English

CCSS: **CC.3.L.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.**

Grade: 3 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: K-3	GD: 3	KY.K-3.R.F.SC.5 Students will use resources (e.g., picture dictionaries, dictionaries, glossaries) to determine correct spelling of words and to identify multiple meanings of words and content-specific meanings of words
MG: K-3	GD: 3	KY.K-3.W.WC.SC.5 Students will use resources (e.g., picture dictionary, word wall) to correct spelling in final drafts

Cluster: Knowledge of Language

CCSS: **CC.3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

Grade: 3 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: K-3	GD: 3	KY.K-3.SLO.EU.1 Students will understand that communication, both formal and informal, is an interpretive process that integrates listening, observing, reading, writing and speaking with confidence. Different levels of discourse are appropriate for different contexts, occasions, purposes and audiences.
MG: K-3	GD: 3	KY.K-3.SLO.EU.3 Students will understand that language usage is related to successful communication; language patterns and vocabulary transmit culture and affect meaning.
MG: K-3	GD: 3	KY.K-3.W.WC.EU.1 Students will understand that writers need to choose their language with care, depending on the content, purpose and audience.
MG: K-3	GD: 3	KY.K-3.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; nonstandard grammar may be used for intended effect.
MG: K-3	GD: 3	KY.K-3.W.WC.SC.1 Students will choose precise and descriptive language for clarity and its effect on the reader (words with multiple meanings, strong nouns and verbs, concrete and sensory details, figurative language - similes)

Cluster: Knowledge of Language

CCSS: **CC.3.L.3.a Choose words and phrases for effect.***

Grade: 3 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: K-3	GD: 3	KY.K-3.W.WC.EU.1 Students will understand that writers need to choose their language with care, depending on the content, purpose and audience.
MG: K-3	GD: 3	KY.K-3.W.WC.SC.1 Students will choose precise and descriptive language for clarity and its effect on the reader (words with multiple meanings, strong nouns and verbs, concrete and sensory details, figurative language - similes)
MG: K-3	GD: 3	KY.K-3.W.WC.SC.2 Students will use specialized content vocabulary and words used for specific contexts, as needed

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.3.L.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.**

Grade: 3 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: K-3	GD: 3	KY.K-3.R.F.EU.3 Students understand that developing breadth of vocabulary improves reading comprehension and involves applying knowledge of word meanings and word relationships. The larger the reader's vocabulary the easier it is to make sense of text.
MG: K-3	GD: 3	KY.K-3.R.F.EU.4 Students understand that many words have multiple meanings. Knowledge of syntax/language structure, semantics/meaning, context cues, and the use of resources can help in identifying the intended meaning of words and phrases as they are used in text.
MG: K-3	GD: 3	KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs
MG: K-3	GD: 3	KY.K-3.R.F.SC.2 Students will apply context and self-correction strategies while reading (e.g., using pictures, syntax, predictive language to predict upcoming words and text, monitoring own reading, self-correcting, confirming meaning, adjusting pace of reading or rereading to acquire meaning, previewing text selections)
MG: K-3	GD: 3	KY.K-3.R.F.SC.4 Students will use a variety of reading strategies to understand words, word meanings, and texts to develop breadth of vocabulary: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • use context clues to identify the correct meaning as the word is used • apply knowledge of synonyms, antonyms, homonyms/homophones, or compound words to assist comprehension • apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • organize words by categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows)
MG: K-3	GD: 3	KY.K-3.R.F.SC.5 Students will use resources (e.g., picture dictionaries, dictionaries, glossaries) to determine correct spelling of words and to identify multiple meanings of words and content-specific meanings of words
MG: K-3	GD: 3	KY.K-3.W.WC.EU.2 Students will understand that language should be concise and precise. Strong verbs and nouns, concrete details and sensory language help make meaning clear to the reader.
MG: K-3	GD: 3	KY.K-3.W.WC.SC.1 Students will choose precise and descriptive language for clarity and its effect on the reader (words with multiple meanings, strong nouns and verbs, concrete and sensory details, figurative language - similes)

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.3.L.4.a Use sentence-level context as a clue to the meaning of a word or phrase.**

Grade: 3 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: K-3	GD: 3	KY.K-3.R.F.EU.4 Students understand that many words have multiple meanings. Knowledge of syntax/language structure, semantics/meaning, context cues, and the use of resources can help in identifying the intended meaning of words and phrases as they are used in text.
MG: K-3	GD: 3	KY.K-3.R.F.SC.4 Students will use a variety of reading strategies to understand words, word meanings, and texts to develop breadth of vocabulary: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • use context clues to identify the correct meaning as the word is used • apply knowledge of synonyms, antonyms, homonyms/homophones, or compound words to assist comprehension • apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • organize words by categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows)
MG: K-3	GD: 3	KY.K-3.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional words/phrases and conclusions all help make meaning clear for the reader.

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.3.L.4.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).**

Grade: 3 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: K-3	GD: 3	KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs
MG: K-3	GD: 3	KY.K-3.R.F.SC.4 Students will use a variety of reading strategies to understand words, word meanings, and texts to develop breadth of vocabulary: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • use context clues to identify the correct meaning as the word is used • apply knowledge of synonyms, antonyms, homonyms/homophones, or compound words to assist comprehension • apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • organize words by categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows)

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.3.L.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).**

Grade: 3 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: K-3	GD: 3	KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs
MG: K-3	GD: 3	KY.K-3.R.F.SC.4 Students will use a variety of reading strategies to understand words, word meanings, and texts to develop breadth of vocabulary: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • use context clues to identify the correct meaning as the word is used • apply knowledge of synonyms, antonyms, homonyms/homophones, or compound words to assist comprehension • apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • organize words by categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows)

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.3.L.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.**

Grade: 3 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: K-3	GD: 3	KY.K-3.R.F.SC.5 Students will use resources (e.g., picture dictionaries, dictionaries, glossaries) to determine correct spelling of words and to identify multiple meanings of words and content-specific meanings of words
MG: K-3	GD: 3	KY.K-3.R.U.SC.8 Students will demonstrate understanding of structure and features of informational passages/texts: • locate key ideas, facts or details • use information from text to state and support the central/main idea • identify text features (e.g., title, bold print) of different types of informational texts (e.g., lists, recipes, directions, children's magazines, dictionaries) • read and use functional messages encountered in daily life • use information from texts to accomplish a specific task or to answer questions • use text features and visual information (e.g., pictures, maps, charts, graphs, timelines, visual organizers) to understand text

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.3.L.5 Demonstrate understanding of word relationships and nuances in word meanings.**

Grade: 3 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: K-3	GD: 3	KY.K-3.W.WC.SC.1 Students will choose precise and descriptive language for clarity and its effect on the reader (words with multiple meanings, strong nouns and verbs, concrete and sensory details, figurative language - similes)

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.3.L.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).**

Grade: 3 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: K-3 GD: 3 KY.K-3.W.WC.SC.1 Students will choose precise and descriptive language for clarity and its effect on the reader (words with multiple meanings, strong nouns and verbs, concrete and sensory details, figurative language - similes)

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).**

Grade: 3 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes: The state standard asks for students to make sense of the material they encounter and the CCSS requires students to use the words and phrases they have acquired.

MG: K-3 GD: 3 KY.K-3.SLO.SC.2 In formal speaking situations, students will apply delivery techniques: • both verbal (e.g., tone, volume, rate, articulation, pacing) and nonverbal (e.g., gestures, facial expressions, eye contact) • avoid distracting delivery behaviors (e.g. excessive verbal pauses, fidgeting) • use language appropriate to audience; use specialized content vocabulary as needed • adhere to standard guidelines for grammar, usage, mechanics or use non-standard language for effect when appropriate (e.g., word plays, slang, similes) • choose language for its effect on the audience (e.g., strong nouns, active verbs, concrete and sensory details, figurative language)

MG: K-3 GD: 3 KY.K-3.W.WC.SC.1 Students will choose precise and descriptive language for clarity and its effect on the reader (words with multiple meanings, strong nouns and verbs, concrete and sensory details, figurative language - similes)

MG: K-3 GD: 3 KY.K-3.W.WC.SC.2 Students will use specialized content vocabulary and words used for specific contexts, as needed

Cluster: Knowledge of Language

CCSS: **CC.3.L.3.b Recognize and observe differences between the conventions of spoken and written standard English.**

Grade: 3 DM: Unmatched

Strand: LANGUAGE Notes: Unmatched

MG: Unma GD:

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.3.L.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).**

Grade: 3 DM: Unmatched

Strand: LANGUAGE Notes: Unmatched

MG: Unma GD:

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.3.L.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).**

Grade: 3 DM: Unmatched

Strand: LANGUAGE Notes: Unmatched

MG: Unma GD:

Cluster: Conventions of Standard English

CCSS: **CC.4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

Grade: 4 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 4	GD: 0	KY.4.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; non-standard grammar may be used for intended effect.
MG: 4	GD: 0	KY.4.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., among/between; accept/except)

Cluster: Conventions of Standard English

CCSS: **CC.4.L.1.a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).**

Grade: 4 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes: State standard addressed broadly

MG: 4	GD: 0	KY.4.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; non-standard grammar may be used for intended effect.
MG: 4	GD: 0	KY.4.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., among/between; accept/except)

Cluster: Conventions of Standard English

CCSS: **CC.4.L.1.b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.**

Grade: 4 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes: State standard addressed broadly

MG: 4	GD: 0	KY.4.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; non-standard grammar may be used for intended effect.
MG: 4	GD: 0	KY.4.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., among/between; accept/except)

Cluster: Conventions of Standard English

CCSS: **CC.4.L.1.c Use modal auxiliaries (e.g., can, may, must) to convey various conditions.**

Grade: 4 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes: general relationship

MG: 4	GD: 0	KY.4.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; non-standard grammar may be used for intended effect.
MG: 4	GD: 0	KY.4.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., among/between; accept/except)

Cluster: Conventions of Standard English

CCSS: **CC.4.L.1.d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).**

Grade: 4 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes: state standard addressed very broadly

MG: 4	GD: 0	KY.4.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; non-standard grammar may be used for intended effect.
MG: 4	GD: 0	KY.4.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., among/between; accept/except)

Cluster: Conventions of Standard English

CCSS: **CC.4.L.1.e Form and use prepositional phrases.**

Grade: 4 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes: addressed very broadly

MG: 4	GD: 0	KY.4.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; non-standard grammar may be used for intended effect.
MG: 4	GD: 0	KY.4.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., among/between; accept/except)

Cluster: Conventions of Standard English

CCSS: **CC.4.L.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.***

Grade: 4 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes: state standard extends beyond CCSS

MG: 4	GD: 0	KY.4.W.P.SC.5 Students will edit for appropriate language usage, sentence structure, spelling, capitalization, punctuation and proper documentation of sources
MG: 4	GD: 0	KY.4.W.S.EU.1 Students will understand that sentences must be complete and clear. Variety in sentence structure helps to engage the reader and make meaning more clear. Sometimes, unconventional sentence structure is appropriate for an intended effect upon the reader.
MG: 4	GD: 0	KY.4.W.S.SC.1 Students will use complete and correct sentences of various structures and lengths (e.g., simple, compound, complex) to enhance meaning throughout a piece of writing; apply unconventional sentence structures to achieve intended effect on audience

Cluster: Conventions of Standard English

CCSS: **CC.4.L.1.g Correctly use frequently confused words (e.g., to, too, two; there, their).***

Grade: 4 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 4	GD: 0	KY.4.R.F.SC.4 Students will se a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, compound words, or differences in meaning to assist comprehension • identify syllables and parts of words (e.g., prefixes, suffixes, base words); apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • describe words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information (e.g., dates, places); skim to get the general meaning of a passage

Cluster: Conventions of Standard English

CCSS: **CC.4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

Grade: 4 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 4	GD: 0	KY.4.W.WC.EU.4 Students will understand that writers need to use correct spelling, punctuation and capitalization.
MG: 4	GD: 0	KY.4.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., among/between; accept/except)

Cluster: Conventions of Standard English

CCSS: **CC.4.L.2.a Use correct capitalization.**

Grade: 4 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 4	GD: 0	KY.4.W.P.SC.5 Students will edit for appropriate language usage, sentence structure, spelling, capitalization, punctuation and proper documentation of sources
MG: 4	GD: 0	KY.4.W.WC.EU.4 Students will understand that writers need to use correct spelling, punctuation and capitalization.
MG: 4	GD: 0	KY.4.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., among/between; accept/except)

Cluster: Conventions of Standard English

CCSS: **CC.4.L.2.b Use commas and quotation marks to mark direct speech and quotations from a text.**

Grade: 4 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes: state standard addresses CCSS more broadly

MG: 4	GD: 0	KY.4.W.WC.EU.4 Students will understand that writers need to use correct spelling, punctuation and capitalization.
MG: 4	GD: 0	KY.4.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., among/between; accept/except)

Cluster: Conventions of Standard English

CCSS: **CC.4.L.2.c Use a comma before a coordinating conjunction in a compound sentence.**

Grade: 4 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes: state standard addresses the CCSS more broadly

MG: 4	GD: 0	KY.4.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; non-standard grammar may be used for intended effect.
MG: 4	GD: 0	KY.4.W.WC.EU.4 Students will understand that writers need to use correct spelling, punctuation and capitalization.
MG: 4	GD: 0	KY.4.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., among/between; accept/except)

Cluster: Conventions of Standard English

CCSS: **CC.4.L.2.d Spell grade-appropriate words correctly, consulting references as needed.**

Grade: 4 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 4	GD: 0	KY.4.W.WC.EU.4 Students will understand that writers need to use correct spelling, punctuation and capitalization.
MG: 4	GD: 0	KY.4.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., among/between; accept/except)
MG: 4	GD: 0	KY.4.W.WC.SC.4 Students will use resources (e.g., dictionary, glossary) and apply knowledge of spelling rules to correct spelling in final drafts

Cluster: Knowledge of Language

CCSS: **CC.4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

Grade: 4 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 4	GD: 0	KY.4.SLO.EU.3 Students will understand that language usage is related to successful communication; language patterns and vocabulary transmit culture and affect meaning.
MG: 4	GD: 0	KY.4.W.WC.EU.1 Students will understand that writers need to choose their language with care, depending on the content, purpose and audience.
MG: 4	GD: 0	KY.4.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; non-standard grammar may be used for intended effect.
MG: 4	GD: 0	KY.4.W.WC.SC.1 Students will choose precise and descriptive language for clarity, richness and/or its effect on the reader (words with multiple meanings, words that imply different shades of meaning, strong nouns and verbs, concrete and sensory details, figurative language - simple metaphors)

Cluster: Knowledge of Language

CCSS: **CC.4.L.3.a Choose words and phrases to convey ideas precisely.***

Grade: 4 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 4	GD: 0	KY.4.W.WC.EU.1 Students will understand that writers need to choose their language with care, depending on the content, purpose and audience.
MG: 4	GD: 0	KY.4.W.WC.SC.1 Students will choose precise and descriptive language for clarity, richness and/or its effect on the reader (words with multiple meanings, words that imply different shades of meaning, strong nouns and verbs, concrete and sensory details, figurative language - simple metaphors)
MG: 4	GD: 0	KY.4.W.WC.SC.2 Students will use specialized content vocabulary and words used for specific contexts, as needed

Cluster: Knowledge of Language

CCSS: **CC.4.L.3.b Choose punctuation for effect.***

Grade: 4 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes: same concept, but state standard references grammar & sentence structure instead of punctuation used for effect

MG: 4	GD: 0	KY.4.W.S.EU.1 Students will understand that sentences must be complete and clear. Variety in sentence structure helps to engage the reader and make meaning more clear. Sometimes, unconventional sentence structure is appropriate for an intended effect upon the reader.
MG: 4	GD: 0	KY.4.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; non-standard grammar may be used for intended effect.
MG: 4	GD: 0	KY.4.W.WC.EU.4 Students will understand that writers need to use correct spelling, punctuation and capitalization.

Cluster: Knowledge of Language

CCSS: **CC.4.L.3.c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).**

Grade: 4 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 4	GD: 0	KY.4.SLO.EU.1 Students will understand that communication, both formal and informal, integrates listening, observing/viewing, reading, writing and speaking with confidence. Different levels of discourse are appropriate for different contexts, occasions, purposes and audiences.
MG: 4	GD: 0	KY.4.SLO.EU.2 Students will understand that regardless of the topic, the context or the intended audience, students need to be able to communicate ideas effectively. Effective communication involves verbal and nonverbal techniques to enhance or emphasize content. These techniques aid the listener's ability to interpret the information.
MG: 4	GD: 0	KY.4.SLO.EU.3 Students will understand that language usage is related to successful communication; language patterns and vocabulary transmit culture and affect meaning.
MG: 4	GD: 0	KY.4.W.S.EU.1 Students will understand that sentences must be complete and clear. Variety in sentence structure helps to engage the reader and make meaning more clear. Sometimes, unconventional sentence structure is appropriate for an intended effect upon the reader.
MG: 4	GD: 0	KY.4.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; non-standard grammar may be used for intended effect.

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.4.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.**

Grade: 4 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 4	GD: 0	KY.4.R.F.EU.4 Students will understand that many words have multiple meanings. Knowledge of syntax/language structure, semantics/meaning, context cues, and the use of resources can help in identifying the intended meaning of words and phrases as they are used in text.
MG: 4	GD: 0	KY.4.R.F.SC.4 Students will se a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, compound words, or differences in meaning to assist comprehension • identify syllables and parts of words (e.g., prefixes, suffixes, base words); apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • describe words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information (e.g., dates, places); skim to get the general meaning of a passage
MG: 4	GD: 0	KY.4.R.F.SC.5 Students will use resources (e.g., dictionaries, glossaries, thesauruses) to determine correct spellings of words, to identify multiple meanings of words, content-specific meanings of words, and precise use of vocabulary

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.4.L.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.**

Grade: 4 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 4	GD: 0	KY.4.R.F.EU.1 Students will understand that knowing how to apply phonetic principles, context clues, structural analysis, and spelling patterns can help determine unfamiliar words while reading.
MG: 4	GD: 0	KY.4.R.F.SC.4 Students will se a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, compound words, or differences in meaning to assist comprehension • identify syllables and parts of words (e.g., prefixes, suffixes, base words); apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • describe words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information (e.g., dates, places); skim to get the general meaning of a passage
MG: 4	GD: 0	KY.4.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.4.L.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).**

Grade: 4 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 4	GD: 0	KY.4.R.F.EU.3 Students will understand that developing breadth of vocabulary improves reading comprehension and involves applying knowledge of word meanings and word relationships. The larger the reader's vocabulary, the easier it is to make sense of text.

MG: 4	GD: 0	KY.4.R.F.SC.4 Students will se a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, compound words, or differences in meaning to assist comprehension • identify syllables and parts of words (e.g., prefixes, suffixes, base words); apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • describe words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information (e.g., dates, places); skim to get the general meaning of a passage

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.4.L.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.**

Grade: 4 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 4	GD: 0	KY.4.R.F.SC.5 Students will use resources (e.g., dictionaries, glossaries, thesauruses) to determine correct spellings of words, to identify multiple meanings of words, content-specific meanings of words, and precise use of vocabulary
MG: 4	GD: 0	KY.4.W.WC.SC.5 Students will use resources (e.g., word processing programs, handbooks) to adhere to standard guidelines for grammar, usage and mechanics

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.4.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

Grade: 4 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes: state standard extends beyond CCSS

MG: 4	GD: 0	KY.4.R.I.SC.5 Students will demonstrate understanding of literary elements and literary passages/texts: • explain a character's actions and interpret possible motives based on a passage • identify problems and explain how conflicts are resolved • recognize author's craft as appropriate to genre (e.g., figurative language, exaggeration)
MG: 4	GD: 0	KY.4.SLO.EU.3 Students will understand that language usage is related to successful communication; language patterns and vocabulary transmit culture and affect meaning.
MG: 4	GD: 0	KY.4.SLO.SC.2 In formal speaking situations, students will apply delivery techniques: • both verbal (e.g., tone, volume, rate, articulation, pacing) and nonverbal (e.g., gestures, facial expressions, eye contact) • avoid distracting delivery behaviors (e.g. excessive verbal pauses, fidgeting) • use language appropriate to audience; use specialized content vocabulary as needed • adhere to standard guidelines for grammar, usage, mechanics or use non-standard language for effect when appropriate (e.g., word plays, familiar idioms, similes)
MG: 4	GD: 0	KY.4.W.WC.SC.1 Students will choose precise and descriptive language for clarity, richness and/or its effect on the reader (words with multiple meanings, words that imply different shades of meaning, strong nouns and verbs, concrete and sensory details, figurative language - simple metaphors)

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.4.L.5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.**

Grade: 4 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes: The CCSS asks more of the students by asking them to explain.

MG: 4 GD: 0 KY.4.R.I.SC.5 Students will demonstrate understanding of literary elements and literary passages/texts: • explain a character's actions and interpret possible motives based on a passage • identify problems and explain how conflicts are resolved • recognize author's craft as appropriate to genre (e.g., figurative language, exaggeration)

MG: 4 GD: 0 KY.4.W.WC.SC.1 Students will choose precise and descriptive language for clarity, richness and/or its effect on the reader (words with multiple meanings, words that imply different shades of meaning, strong nouns and verbs, concrete and sensory details, figurative language - simple metaphors)

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.4.L.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.**

Grade: 4 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes: related generally

MG: 4 GD: 0 KY.4.SLO.SC.2 In formal speaking situations, students will apply delivery techniques: • both verbal (e.g., tone, volume, rate, articulation, pacing) and nonverbal (e.g., gestures, facial expressions, eye contact) • avoid distracting delivery behaviors (e.g. excessive verbal pauses, fidgeting) • use language appropriate to audience; use specialized content vocabulary as needed • adhere to standard guidelines for grammar, usage, mechanics or use non-standard language for effect when appropriate (e.g., word plays, familiar idioms, similes)

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.4.L.5.c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).**

Grade: 4 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 4 GD: 0 KY.4.R.F.SC.4 Students will se a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, compound words, or differences in meaning to assist comprehension • identify syllables and parts of words (e.g., prefixes, suffixes, base words); apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • describe words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information (e.g., dates, places); skim to get the general meaning of a passage

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.4.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).**

Grade: 4 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 4	GD: 0	KY.4.R.F.SC.4 Students will se a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, compound words, or differences in meaning to assist comprehension • identify syllables and parts of words (e.g., prefixes, suffixes, base words); apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • describe words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information (e.g., dates, places); skim to get the general meaning of a passage
MG: 4	GD: 0	KY.4.SLO.SC.2 In formal speaking situations, students will apply delivery techniques: • both verbal (e.g., tone, volume, rate, articulation, pacing) and nonverbal (e.g., gestures, facial expressions, eye contact) • avoid distracting delivery behaviors (e.g. excessive verbal pauses, fidgeting) • use language appropriate to audience; use specialized content vocabulary as needed • adhere to standard guidelines for grammar, usage, mechanics or use non-standard language for effect when appropriate (e.g., word plays, familiar idioms, similes)
MG: 4	GD: 0	KY.4.W.WC.SC.1 Students will choose precise and descriptive language for clarity, richness and/or its effect on the reader (words with multiple meanings, words that imply different shades of meaning, strong nouns and verbs, concrete and sensory details, figurative language - simple metaphors)
MG: 4	GD: 0	KY.4.W.WC.SC.2 Students will use specialized content vocabulary and words used for specific contexts, as needed

Cluster: Conventions of Standard English

CCSS: **CC.5.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

Grade: 5 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 5	GD: 0	KY.5.W.S.SC.1 Students will use complete and correct sentences of various structures and lengths (e.g., simple, compound, complex) to enhance meaning throughout a piece of writing; apply unconventional sentence structures to achieve intended effect on audience
MG: 5	GD: 0	KY.5.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; non-standard grammar may be used for intended effect.
MG: 5	GD: 0	KY.5.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject and verb agreement, pronoun antecedent agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., can/may, choose/chose)

Cluster: Conventions of Standard English

CCSS: **CC.5.L.1.a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.**

Grade: 5 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes: State standard addresses broadly

MG: 5	GD: 0	KY.5.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; non-standard grammar may be used for intended effect.
MG: 5	GD: 0	KY.5.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject and verb agreement, pronoun antecedent agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., can/may, choose/chose)

Cluster: Conventions of Standard English

CCSS: **CC.5.L.1.b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.**

Grade: 5 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes: State standard addresses very generally

MG: 5	GD: 0	KY.5.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; non-standard grammar may be used for intended effect.
MG: 5	GD: 0	KY.5.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject and verb agreement, pronoun antecedent agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., can/may, choose/chose)

Cluster: Conventions of Standard English

CCSS: **CC.5.L.1.c Use verb tense to convey various times, sequences, states, and conditions.**

Grade: 5 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes: State standard addresses very generally

MG: 5	GD: 0	KY.5.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; non-standard grammar may be used for intended effect.
MG: 5	GD: 0	KY.5.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject and verb agreement, pronoun antecedent agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., can/may, choose/chose)

Cluster: Conventions of Standard English

CCSS: **CC.5.L.1.d Recognize and correct inappropriate shifts in verb tense.***

Grade: 5 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes: State standard addresses very generally

MG: 5	GD: 0	KY.5.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; non-standard grammar may be used for intended effect.
MG: 5	GD: 0	KY.5.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject and verb agreement, pronoun antecedent agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., can/may, choose/chose)

Cluster: Conventions of Standard English

CCSS: **CC.5.L.1.e Use correlative conjunctions (e.g., either/or, neither/nor).**

Grade: 5 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes: state standard addresses very generally

MG: 5	GD: 0	KY.5.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; non-standard grammar may be used for intended effect.

Cluster: Conventions of Standard English

CCSS: **CC.5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

Grade: 5 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 5	GD: 0	KY.5.W.P.SC.5 Students will edit for appropriate language usage, sentence structure, spelling, capitalization, punctuation and proper documentation of sources
MG: 5	GD: 0	KY.5.W.WC.EU.4 Students will understand that writers need to use correct spelling, punctuation and capitalization.
MG: 5	GD: 0	KY.5.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject and verb agreement, pronoun antecedent agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., can/may, choose/chose)

Cluster: Conventions of Standard English

CCSS: **CC.5.L.2.a Use punctuation to separate items in a series.***

Grade: 5 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 5	GD: 0	KY.5.W.WC.EU.4 Students will understand that writers need to use correct spelling, punctuation and capitalization.

Cluster: Conventions of Standard English

CCSS: **CC.5.L.2.b Use a comma to separate an introductory element from the rest of the sentence.**

Grade: 5 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes: state standard addresses generally

MG: 5	GD: 0	KY.5.W.WC.EU.4 Students will understand that writers need to use correct spelling, punctuation and capitalization.

Cluster: Conventions of Standard English

CCSS: **CC.5.L.2.c Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).**

Grade: 5 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes: state standards address CCSS generally

MG: 5	GD: 0	KY.5.W.WC.EU.4 Students will understand that writers need to use correct spelling, punctuation and capitalization.
MG: 5	GD: 0	KY.5.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject and verb agreement, pronoun antecedent agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., can/may, choose/chose)

Cluster: Conventions of Standard English

CCSS: **CC.5.L.2.d Use underlining, quotation marks, or italics to indicate titles of works.**

Grade: 5 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes: addressed more broadly in state standards

MG: 5	GD: 0	KY.5.W.WC.EU.4 Students will understand that writers need to use correct spelling, punctuation and capitalization.
MG: 5	GD: 0	KY.5.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject and verb agreement, pronoun antecedent agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., can/may, choose/chose)

Cluster: Conventions of Standard English

CCSS: **CC.5.L.2.e Spell grade-appropriate words correctly, consulting references as needed.**

Grade: 5 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 5	GD: 0	KY.5.W.WC.EU.4 Students will understand that writers need to use correct spelling, punctuation and capitalization.
MG: 5	GD: 0	KY.5.W.WC.SC.5 Students will use resources (e.g., dictionary, glossary, word processing programs) and apply knowledge of spelling rules to correct spelling in final drafts

Cluster: Knowledge of Language

CCSS: **CC.5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

Grade: 5 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 5	GD: 0	KY.5.SLO.EU.3 Students will understand that language usage is related to successful communication; language patterns and vocabulary transmit culture and affect meaning.
MG: 5	GD: 0	KY.5.W.WC.EU.1 Students will understand that writers need to choose their language with care, depending on the content, purpose and audience.
MG: 5	GD: 0	KY.5.W.WC.EU.2 Students will understand that language should be concise and precise. Strong verbs and nouns, concrete details and sensory language help make meaning clear to the reader.
MG: 5	GD: 0	KY.5.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; non-standard grammar may be used for intended effect.

MG: 5	GD: 0	KY.5.W.WC.SC.1 Students will choose precise and descriptive language for clarity, richness and/or its effect on the reader (words with multiple meanings, words that imply different shades of meaning strong nouns and verbs, concrete and sensory details, figurative language - simple metaphors, personification)
MG: 5	GD: 0	KY.5.W.WC.SC.4 Students will apply non-standard language for intended effect appropriate to purpose

Cluster: Knowledge of Language

CCSS: **CC.5.L.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.**

Grade: 5 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 5	GD: 0	KY.5.W.S.EU.1 Students will understand that sentences must be complete and clear. Variety in sentence structure helps to engage the reader and make meaning more clear. Sometimes, unconventional sentence structure is appropriate for an intended effect upon the reader.
MG: 5	GD: 0	KY.5.W.S.SC.1 Students will use complete and correct sentences of various structures and lengths (e.g., simple, compound, complex) to enhance meaning throughout a piece of writing; apply unconventional sentence structures to achieve intended effect on audience
MG: 5	GD: 0	KY.5.W.WC.SC.4 Students will apply non-standard language for intended effect appropriate to purpose

Cluster: Knowledge of Language

CCSS: **CC.5.L.3.b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.**

Grade: 5 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes: very general connection

MG: 7	GD: -2	KY.7.R.F.SC.4 Students will use a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, shades of meaning, or analogies to assist comprehension • interpret the meaning of jargon, dialect or specialized vocabulary used in a passage • interpret and explain literal and non-literal meanings of words or phrases, based on use in context • identify syllables and parts of words (e.g., prefixes, suffixes, base words, common roots) and apply their meanings to comprehend unfamiliar words • describe words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows • scan to find specific key information; skim to get the general meaning of a passage

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.5.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.**

Grade: 5 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 5	GD: 0	KY.5.R.F.EU.4 Students will understand that many words have multiple meanings. Knowledge of syntax/language structure, semantics/meaning, context cues, and the use of resources can help in identifying the intended meaning of words and phrases as they are used in text.
MG: 5	GD: 0	KY.5.R.F.SC.5 Students will use resources (e.g., dictionaries, glossaries, thesauruses) to identify multiple meanings of words, content-specific meanings of words, and precise use of vocabulary
MG: 5	GD: 0	KY.5.W.WC.SC.1 Students will choose precise and descriptive language for clarity, richness and/or its effect on the reader (words with multiple meanings, words that imply different shades of meaning strong nouns and verbs, concrete and sensory details, figurative language - simple metaphors, personification)

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.5.L.4.a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.**

Grade: 5 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 5	GD: 0	KY.5.R.F.EU.1 Students will understand that knowing how to apply phonetic principles, context clues, structural analysis, and spelling patterns can help determine unfamiliar words while reading.
MG: 5	GD: 0	KY.5.R.F.EU.4 Students will understand that many words have multiple meanings. Knowledge of syntax/language structure, semantics/meaning, context cues, and the use of resources can help in identifying the intended meaning of words and phrases as they are used in text.
MG: 5	GD: 0	KY.5.R.F.SC.4 Students will use a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, compound words, or differences in meaning to assist comprehension • identify syllables and parts of words (e.g., prefixes, suffixes, base words) and apply the meanings to comprehend unfamiliar words • describe words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information (e.g., dates, places); skim to get the general meaning of a passage
MG: 5	GD: 0	KY.5.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.5.L.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).**

Grade: 5 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 5	GD: 0	KY.5.R.F.EU.3 Students will understand that developing breadth of vocabulary improves reading comprehension and involves applying knowledge of word meanings and word relationships. The larger the reader's vocabulary, the easier it is to make sense of text.
MG: 5	GD: 0	KY.5.R.F.SC.4 Students will use a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, compound words, or differences in meaning to assist comprehension • identify syllables and parts of words (e.g., prefixes, suffixes, base words) and apply the meanings to comprehend unfamiliar words • describe words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information (e.g., dates, places); skim to get the general meaning of a passage

MG: K-3 GD: 5 to 2 KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.5.L.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.**

Grade: 5 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 5 GD: 0 KY.5.R.F.SC.5 Students will use resources (e.g., dictionaries, glossaries, thesauruses) to identify multiple meanings of words, content-specific meanings of words, and precise use of vocabulary

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.5.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

Grade: 5 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 5 GD: 0 KY.5.SLO.EU.3 Students will understand that language usage is related to successful communication; language patterns and vocabulary transmit culture and affect meaning.

MG: 5 GD: 0 KY.5.SLO.SC.2 In formal speaking situations, students will apply delivery techniques: • both verbal (e.g., tone, volume, rate, articulation, pacing) and nonverbal (e.g., gestures, facial expressions, eye contact) • avoid distracting delivery behaviors (e.g. excessive verbal pauses, fidgeting) • use language appropriate to audience; use specialized content vocabulary as needed • adhere to standard guidelines for grammar, usage, mechanics or use non-standard language for effect when appropriate (e.g., word plays, familiar idioms, similes)

MG: 5 GD: 0 KY.5.W.WC.SC.1 Students will choose precise and descriptive language for clarity, richness and/or its effect on the reader (words with multiple meanings, words that imply different shades of meaning strong nouns and verbs, concrete and sensory details, figurative language - simple metaphors, personification)

MG: 5 GD: 0 KY.5.W.WC.SC.2 Students will use specialized content vocabulary and words used for specific contexts, as needed

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.5.L.5.a Interpret figurative language, including similes and metaphors, in context.**

Grade: 5 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes: state standards extends beyond CCSS

MG: 5 GD: 0 KY.5.W.WC.SC.1 Students will choose precise and descriptive language for clarity, richness and/or its effect on the reader (words with multiple meanings, words that imply different shades of meaning strong nouns and verbs, concrete and sensory details, figurative language - simple metaphors, personification)

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.5.L.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.**

Grade: 5 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes: CCSS goes beyond the state standard by asking the students to explain the meanings.

MG: 5 GD: 0 KY.5.SLO.SC.2 In formal speaking situations, students will apply delivery techniques: • both verbal (e.g., tone, volume, rate, articulation, pacing) and nonverbal (e.g., gestures, facial expressions, eye contact) • avoid distracting delivery behaviors (e.g. excessive verbal pauses, fidgeting) • use language appropriate to audience; use specialized content vocabulary as needed • adhere to standard guidelines for grammar, usage, mechanics or use non-standard language for effect when appropriate (e.g., word plays, familiar idioms, similes)

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.5.L.5.c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.**

Grade: 5 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 5 GD: 0 KY.5.R.F.SC.4 Students will use a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, compound words, or differences in meaning to assist comprehension • identify syllables and parts of words (e.g., prefixes, suffixes, base words) and apply the meanings to comprehend unfamiliar words • describe words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information (e.g., dates, places); skim to get the general meaning of a passage

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.5.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).**

Grade: 5 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 5 GD: 0 KY.5.R.F.SC.4 Students will use a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, compound words, or differences in meaning to assist comprehension • identify syllables and parts of words (e.g., prefixes, suffixes, base words) and apply the meanings to comprehend unfamiliar words • describe words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information (e.g., dates, places); skim to get the general meaning of a passage

MG: 5 GD: 0 KY.5.W.WC.SC.1 Students will choose precise and descriptive language for clarity, richness and/or its effect on the reader (words with multiple meanings, words that imply different shades of meaning strong nouns and verbs, concrete and sensory details, figurative language - simple metaphors, personification)

MG: 5 GD: 0 KY.5.W.WC.SC.2 Students will use specialized content vocabulary and words used for specific contexts, as needed

Cluster: Conventions of Standard English

CCSS: **CC.6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

Grade: 6 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 6 GD: 0 KY.6.W.S.SC.1 Students will use complete and correct sentences of various structures and lengths (e.g., simple, compound, complex) to enhance meaning throughout a piece of writing; apply unconventional sentence structures to achieve intended effect on audience

Cluster: Conventions of Standard English

CCSS: **CC.6.L.1.a Ensure that pronouns are in the proper case (subjective, objective, possessive).**

Grade: 6 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 6 GD: 0 KY.6.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; non-standard or unconventional grammar may be used for intended effect.

MG: 6 GD: 0 KY.6.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject and verb agreement, pronoun antecedent agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., affect/effect, a lot)

Cluster: Conventions of Standard English

CCSS: **CC.6.L.1.b Use intensive pronouns (e.g., myself, ourselves).**

Grade: 6 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: 6 GD: 0 KY.6.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; non-standard or unconventional grammar may be used for intended effect.

MG: 6 GD: 0 KY.6.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject and verb agreement, pronoun antecedent agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., affect/effect, a lot)

Cluster: Conventions of Standard English

CCSS: **CC.6.L.1.c Recognize and correct inappropriate shifts in pronoun number and person.***

Grade: 6 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: 6 GD: 0 KY.6.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject and verb agreement, pronoun antecedent agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., affect/effect, a lot)

Cluster: Conventions of Standard English

CCSS: **CC.6.L.1.d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).***

Grade: 6 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: 6	GD: 0	KY.6.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject and verb agreement, pronoun antecedent agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., affect/effect, a lot)

Cluster: Conventions of Standard English

CCSS: **CC.6.L.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.***

Grade: 6 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: 6	GD: 0	KY.6.SLO.SC.2 In formal speaking situations, students will apply delivery techniques: • both verbal (e.g., tone, volume, rate, articulation, inflection, pacing) and nonverbal (e.g., posture, gestures, facial expressions, eye contact) • avoid distracting delivery behaviors (e.g. excessive verbal pauses, fidgeting) • use language appropriate to audience; use specialized content vocabulary as needed • adhere to standard guidelines for grammar, usage, mechanics, or use non-standard language for effect when appropriate (e.g., word plays, common figures of speech)
MG: 6	GD: 0	KY.6.W.WC.EU.1 Students will understand that writers need to choose their language with care, depending on the content, purpose and audience.
MG: 6	GD: 0	KY.6.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; non-standard or unconventional grammar may be used for intended effect.
MG: 6	GD: 0	KY.6.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject and verb agreement, pronoun antecedent agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., affect/effect, a lot)

Cluster: Conventions of Standard English

CCSS: **CC.6.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

Grade: 6 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 6	GD: 0	KY.6.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; non-standard or unconventional grammar may be used for intended effect.
MG: 6	GD: 0	KY.6.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject and verb agreement, pronoun antecedent agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., affect/effect, a lot)

Cluster: Conventions of Standard English

CCSS: **CC.6.L.2.a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.***

Grade: 6 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: 6	GD: 0	KY.6.W.P.SC.5 Students will edit for appropriate language usage, sentence structure, spelling, capitalization, punctuation and proper documentation of sources
MG: 6	GD: 0	KY.6.W.WC.EU.4 Students will understand that writers need to use correct spelling, punctuation and capitalization.

Cluster: Conventions of Standard English

CCSS: **CC.6.L.2.b Spell correctly.**

Grade: 6 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 6	GD: 0	KY.6.W.WC.EU.4 Students will understand that writers need to use correct spelling, punctuation and capitalization.
MG: 6	GD: 0	KY.6.W.WC.SC.5 Students will use resources (e.g., dictionary, glossary, word processing programs) and apply knowledge of spelling rules to correct spelling in final drafts

Cluster: Knowledge of Language

CCSS: **CC.6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

Grade: 6 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 6	GD: 0	KY.6.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; non-standard or unconventional grammar may be used for intended effect.
MG: 6	GD: 0	KY.6.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject and verb agreement, pronoun antecedent agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., affect/effect, a lot)

Cluster: Knowledge of Language

CCSS: **CC.6.L.3.a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.***

Grade: 6 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 6	GD: 0	KY.6.SLO.SC.1 In formal speaking situations, create oral presentations that: • are appropriate for the purpose (e.g., to inform, persuade, entertain), audience, context and occasion • support ideas with sound evidence and appropriate details • maintain a consistent focus • organize ideas in a coherent, meaningful way including an introduction, body, transitions, and a conclusion that are appropriate to audience, context and purpose • choose language for its effect on the audience (e.g., strong nouns, active verbs, concrete and sensory details, and figurative language)
MG: 6	GD: 0	KY.6.SLO.SC.5 In informal speaking situations, students will give spoken instructions to perform specific tasks
MG: 6	GD: 0	KY.6.SLO.SC.6 In informal speaking situations, students will ask and respond to questions as a way to enrich class discussions
MG: 6	GD: 0	KY.6.SLO.SC.7 In informal speaking situations, students will play a variety of roles in group discussions (e.g., discussion leader, facilitator, responder)

MG: 6	GD: 0	KY.6.SLO.SC.8 In informal speaking situations, students will use different voice level, phrasing and intonation for different situations (e.g., small and large group settings, discussions)
MG: 6	GD: 0	KY.6.W.S.EU.1 Students will understand that sentences must be complete and clear. Variety in sentence structure helps to engage the reader and make meaning more clear. Sometimes, unconventional sentence structure is appropriate for an intended effect upon the reader.

Cluster: Knowledge of Language

CCSS: **CC.6.L.3.b Maintain consistency in style and tone.***

Grade: 6 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: 6	GD: 0	KY.6.SLO.SC.11 When listening, students will respond critically (describe the style of a speech, including the speaker's choice of language to evoke a response, evaluate conclusions, credibility of information presented)
MG: 6	GD: 0	KY.6.W.C.SC.3 Students will write for a variety of authentic purposes and audiences: • communicate about the significance of personal experiences and relationships • communicate through authentic literary forms to make meaning about the human condition • communicate through authentic transactive purposes for writing (e.g. informing, describing, explaining, persuading, analyzing) • analyze and communicate reflectively about literacy goals • analyze and address needs of intended audience • adjust the writing style (formal, informal) for intended audience
MG: 6	GD: 0	KY.6.W.C.SC.9 Students will use and sustain suitable voice or tone

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.6.L.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.**

Grade: 6 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: 6	GD: 0	KY.6.R.F.SC.4 Students will use a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, differences in meaning, or simple analogies to assist comprehension • interpret and explain literal and non-literal meanings of words or phrases, based on context • identify syllables and parts of words (e.g., prefixes, suffixes, base words, common roots) and apply their meanings to comprehend unfamiliar words • describe words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information (e.g., dates, places); skim to get the general meaning of a passage
MG: 6	GD: 0	KY.6.R.F.SC.5 Students will use resources (e.g., dictionaries, glossaries, thesauruses) to identify multiple meanings of words, content-specific meanings of words, and precise use of vocabulary

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.6.L.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.**

Grade: 6 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: 6	GD: 0	KY.6.R.F.SC.4 Students will use a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, differences in meaning, or simple analogies to assist comprehension • interpret and explain literal and non-literal meanings of words or phrases, based on context • identify syllables and parts of words (e.g., prefixes, suffixes, base words, common roots) and apply their meanings to comprehend unfamiliar words • describe words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information (e.g., dates, places); skim to get the general meaning of a passage
MG: 6	GD: 0	KY.6.W.WC.SC.2 Students will use specialized content vocabulary and words used for specific contexts, as needed

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.6.L.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).**

Grade: 6 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: 6	GD: 0	KY.6.R.F.EU.3 Students will understand that developing breadth of vocabulary improves reading comprehension and involves applying knowledge of word meanings and word relationships. The larger the reader's vocabulary, the easier it is to make sense of text.
MG: 6	GD: 0	KY.6.R.F.SC.4 Students will use a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, differences in meaning, or simple analogies to assist comprehension • interpret and explain literal and non-literal meanings of words or phrases, based on context • identify syllables and parts of words (e.g., prefixes, suffixes, base words, common roots) and apply their meanings to comprehend unfamiliar words • describe words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information (e.g., dates, places); skim to get the general meaning of a passage

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.6.L.4.c 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: 6 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: 6	GD: 0	KY.6.R.F.SC.5 Students will use resources (e.g., dictionaries, glossaries, thesauruses) to identify multiple meanings of words, content-specific meanings of words, and precise use of vocabulary

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.6.L.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).**

Grade: 6 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 6	GD: 0	KY.6.R.F.SC.4 Students will use a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, differences in meaning, or simple analogies to assist comprehension • interpret and explain literal and non-literal meanings of words or phrases, based on context • identify syllables and parts of words (e.g., prefixes, suffixes, base words, common roots) and apply their meanings to comprehend unfamiliar words • describe words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information (e.g., dates, places); skim to get the general meaning of a passage
MG: 6	GD: 0	KY.6.R.F.SC.5 Students will use resources (e.g., dictionaries, glossaries, thesauruses) to identify multiple meanings of words, content-specific meanings of words, and precise use of vocabulary

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

Grade: 6 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 6	GD: 0	KY.6.SLO.EU.3 Students will understand that language usage is related to successful communication; language patterns and vocabulary transmit culture and affect meaning.
MG: 6	GD: 0	KY.6.SLO.SC.2 In formal speaking situations, students will apply delivery techniques: • both verbal (e.g., tone, volume, rate, articulation, inflection, pacing) and nonverbal (e.g., posture, gestures, facial expressions, eye contact) • avoid distracting delivery behaviors (e.g. excessive verbal pauses, fidgeting) • use language appropriate to audience; use specialized content vocabulary as needed • adhere to standard guidelines for grammar, usage, mechanics, or use non-standard language for effect when appropriate (e.g., word plays, common figures of speech)
MG: 6	GD: 0	KY.6.W.WC.SC.2 Students will use specialized content vocabulary and words used for specific contexts, as needed

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.6.L.5.a Interpret figures of speech (e.g., personification) in context.**

Grade: 6 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: 6	GD: 0	KY.6.W.WC.SC.1 Students will choose precise and descriptive language for clarity, richness and/or its effect on the reader (words with multiple meanings, words that imply different shades of meaning, words with literal and non-literal meanings, strong nouns and verbs, concrete and sensory details, figurative language - metaphors, similes, alliteration, personification)

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.6.L.5.b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.**

Grade: 6 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: 6	GD: 0	KY.6.R.F.EU.3 Students will understand that developing breadth of vocabulary improves reading comprehension and involves applying knowledge of word meanings and word relationships. The larger the reader's vocabulary, the easier it is to make sense of text.
MG: 6	GD: 0	KY.6.R.F.SC.4 Students will use a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, differences in meaning, or simple analogies to assist comprehension • interpret and explain literal and non-literal meanings of words or phrases, based on context • identify syllables and parts of words (e.g., prefixes, suffixes, base words, common roots) and apply their meanings to comprehend unfamiliar words • describe words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information (e.g., dates, places); skim to get the general meaning of a passage

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.6.L.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).**

Grade: 6 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 6	GD: 0	KY.6.R.F.SC.4 Students will use a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, differences in meaning, or simple analogies to assist comprehension • interpret and explain literal and non-literal meanings of words or phrases, based on context • identify syllables and parts of words (e.g., prefixes, suffixes, base words, common roots) and apply their meanings to comprehend unfamiliar words • describe words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information (e.g., dates, places); skim to get the general meaning of a passage
MG: 6	GD: 0	KY.6.R.F.SC.5 Students will use resources (e.g., dictionaries, glossaries, thesauruses) to identify multiple meanings of words, content-specific meanings of words, and precise use of vocabulary

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.6.L.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 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 6	GD: 0	KY.6.R.F.SC.4 Students will use a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, differences in meaning, or simple analogies to assist comprehension • interpret and explain literal and non-literal meanings of words or phrases, based on context • identify syllables and parts of words (e.g., prefixes, suffixes, base words, common roots) and apply their meanings to comprehend unfamiliar words • describe words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information (e.g., dates, places); skim to get the general meaning of a passage
MG: 6	GD: 0	KY.6.W.WC.SC.2 Students will use specialized content vocabulary and words used for specific contexts, as needed

Cluster: Conventions of Standard English

CCSS: **CC.7.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

Grade: 7 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 7	GD: 0	KY.7.SLO.SC.2 In formal speaking situations, students will apply delivery techniques: • both verbal (e.g., tone, volume, rate, articulation, inflection, pacing) and nonverbal (e.g., posture, gestures, facial expressions, eye contact) • avoid distracting delivery behaviors (e.g. excessive verbal pauses, fidgeting) • use language appropriate to audience; use specialized content vocabulary as needed • adhere to standard guidelines for grammar, usage, mechanics or use non-standard language for effect when appropriate (e.g., word plays, common figures of speech)
MG: 7	GD: 0	KY.7.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; nonstandard/unconventional grammar may be used for intended effect.
MG: 7	GD: 0	KY.7.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject and verb agreement, pronoun antecedent agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., affect/effect, who/whom)

Cluster: Conventions of Standard English

CCSS: **CC.7.L.1.a Explain the function of phrases and clauses in general and their function in specific sentences.**

Grade: 7 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: 7	GD: 0	KY.7.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; nonstandard/unconventional grammar may be used for intended effect.

Cluster: Conventions of Standard English

CCSS: **CC.7.L.1.b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.**

Grade: 7 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: 7	GD: 0	KY.7.W.S.EU.1 Students will understand that sentences must be complete and clear. Variety in sentence structure helps to engage the reader and make meaning more clear. Sometimes, unconventional sentence structure is appropriate for an intended effect upon the reader.
MG: 7	GD: 0	KY.7.W.S.SC.1 Students will use complete and correct sentences of various structures and lengths (e.g., simple, compound, complex) to enhance meaning throughout a piece of writing; apply unconventional sentence structures to achieve intended effect on audience

Cluster: Conventions of Standard English

CCSS: **CC.7.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

Grade: 7 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: 7	GD: 0	KY.7.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; nonstandard/unconventional grammar may be used for intended effect.

MG: 7	GD: 0	KY.7.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject and verb agreement, pronoun antecedent agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., affect/effect, who/whom)

Cluster: Conventions of Standard English

CCSS: **CC.7.L.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).**

Grade: 7 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: 7	GD: 0	KY.7.W.P.SC.5 Students will edit for appropriate language usage, sentence structure, spelling, capitalization, punctuation and proper documentation of sources
MG: 7	GD: 0	KY.7.W.WC.EU.4 Students will understand that writers need to use correct spelling, punctuation and capitalization.
MG: 7	GD: 0	KY.7.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject and verb agreement, pronoun antecedent agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., affect/effect, who/whom)

Cluster: Conventions of Standard English

CCSS: **CC.7.L.2.b Spell correctly.**

Grade: 7 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 7	GD: 0	KY.7.W.P.SC.5 Students will edit for appropriate language usage, sentence structure, spelling, capitalization, punctuation and proper documentation of sources
MG: 7	GD: 0	KY.7.W.WC.EU.4 Students will understand that writers need to use correct spelling, punctuation and capitalization.
MG: 7	GD: 0	KY.7.W.WC.SC.5 Students will use print and electronic resources (e.g., word processing, dictionary) and apply knowledge of spelling rules to correct spelling in final drafts

Cluster: Knowledge of Language

CCSS: **CC.7.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

Grade: 7 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 7	GD: 0	KY.7.SLO.SC.2 In formal speaking situations, students will apply delivery techniques: • both verbal (e.g., tone, volume, rate, articulation, inflection, pacing) and nonverbal (e.g., posture, gestures, facial expressions, eye contact) • avoid distracting delivery behaviors (e.g. excessive verbal pauses, fidgeting) • use language appropriate to audience; use specialized content vocabulary as needed • adhere to standard guidelines for grammar, usage, mechanics or use non-standard language for effect when appropriate (e.g., word plays, common figures of speech)
MG: 7	GD: 0	KY.7.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; nonstandard/unconventional grammar may be used for intended effect.
MG: 7	GD: 0	KY.7.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject and verb agreement, pronoun antecedent agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., affect/effect, who/whom)

Cluster: Knowledge of Language

CCSS: **CC.7.L.3.a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.***

Grade: 7 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 7	GD: 0	KY.7.SLO.EU.3 Students will understand that language usage is related to successful communication; language patterns and vocabulary transmit culture and affect meaning.
MG: 7	GD: 0	KY.7.SLO.SC.1 In formal speaking situations, students will create oral presentations that: • are appropriate for the purpose (e.g., to inform, persuade, entertain), audience, context and occasion • support ideas with sound evidence and appropriate details • maintain a consistent focus • organize ideas in a coherent, meaningful way including an introduction, body, transitions and a conclusion that are appropriate to audience, context and purpose • choose language for its effect on the audience (e.g., strong nouns, active verbs, concrete and sensory details, and figurative language, use of rhetorical devices)
MG: 7	GD: 0	KY.7.SLO.SC.11 When listening, students will respond critically (e.g., analyze the style of a speech, including the speaker's choice of language to evoke a response, evaluate conclusions, credibility of information presented)
MG: 7	GD: 0	KY.7.SLO.SC.2 In formal speaking situations, students will apply delivery techniques: • both verbal (e.g., tone, volume, rate, articulation, inflection, pacing) and nonverbal (e.g., posture, gestures, facial expressions, eye contact) • avoid distracting delivery behaviors (e.g. excessive verbal pauses, fidgeting) • use language appropriate to audience; use specialized content vocabulary as needed • adhere to standard guidelines for grammar, usage, mechanics or use non-standard language for effect when appropriate (e.g., word plays, common figures of speech)
MG: 7	GD: 0	KY.7.W.P.SC.5 Students will edit for appropriate language usage, sentence structure, spelling, capitalization, punctuation and proper documentation of sources
MG: 7	GD: 0	KY.7.W.WC.EU.2 Students will understand that language should be concise and precise. Strong verbs and nouns, concrete details and sensory language help make meaning clear to the reader.
MG: 7	GD: 0	KY.7.W.WC.SC.1 Students will choose precise and descriptive language for clarity, richness and/or its effect on the reader (words with multiple meanings, words that imply different shades of meaning, words with literal and non-literal meanings, strong nouns and verbs, concrete and sensory details, figurative language - metaphors, similes, alliteration, personification)
MG: 7	GD: 0	KY.7.W.WC.SC.4 Students will apply non-standard/unconventional language for intended effect appropriate to purpose

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.7.L.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.**

Grade: 7 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 7	GD: 0	KY.7.R.F.EU.3 Students will understand that developing breadth of vocabulary improves reading comprehension and involves applying knowledge of word meanings and word relationships. The larger the reader's vocabulary, the easier it is to make sense of text.

MG: 7	GD: 0	KY.7.R.F.SC.4 Students will use a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, shades of meaning, or analogies to assist comprehension • interpret the meaning of jargon, dialect or specialized vocabulary used in a passage • interpret and explain literal and non-literal meanings of words or phrases, based on use in context • identify syllables and parts of words (e.g., prefixes, suffixes, base words, common roots) and apply their meanings to comprehend unfamiliar words • describe words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows • scan to find specific key information; skim to get the general meaning of a passage
MG: 7	GD: 0	KY.7.W.WC.SC.2 Students will use specialized content vocabulary and words used for specific contexts, as needed

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.7.L.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.**

Grade: 7 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 7	GD: 0	KY.7.R.F.EU.3 Students will understand that developing breadth of vocabulary improves reading comprehension and involves applying knowledge of word meanings and word relationships. The larger the reader's vocabulary, the easier it is to make sense of text.
MG: 7	GD: 0	KY.7.R.F.SC.4 Students will use a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, shades of meaning, or analogies to assist comprehension • interpret the meaning of jargon, dialect or specialized vocabulary used in a passage • interpret and explain literal and non-literal meanings of words or phrases, based on use in context • identify syllables and parts of words (e.g., prefixes, suffixes, base words, common roots) and apply their meanings to comprehend unfamiliar words • describe words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows • scan to find specific key information; skim to get the general meaning of a passage
MG: 7	GD: 0	KY.7.W.WC.SC.2 Students will use specialized content vocabulary and words used for specific contexts, as needed

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.7.L.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).**

Grade: 7 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: 7	GD: 0	KY.7.R.F.EU.3 Students will understand that developing breadth of vocabulary improves reading comprehension and involves applying knowledge of word meanings and word relationships. The larger the reader's vocabulary, the easier it is to make sense of text.
MG: 7	GD: 0	KY.7.R.F.SC.4 Students will use a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, shades of meaning, or analogies to assist comprehension • interpret the meaning of jargon, dialect or specialized vocabulary used in a passage • interpret and explain literal and non-literal meanings of words or phrases, based on use in context • identify syllables and parts of words (e.g., prefixes, suffixes, base words, common roots) and apply their meanings to comprehend unfamiliar words • describe words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows • scan to find specific key information; skim to get the general meaning of a passage
MG: 7	GD: 0	KY.7.W.WC.SC.2 Students will use specialized content vocabulary and words used for specific contexts, as needed

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.7.L.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.**

Grade: 7 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 7	GD: 0	KY.7.R.F.EU.3 Students will understand that developing breadth of vocabulary improves reading comprehension and involves applying knowledge of word meanings and word relationships. The larger the reader's vocabulary, the easier it is to make sense of text.
MG: 7	GD: 0	KY.7.R.F.SC.4 Students will use a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, shades of meaning, or analogies to assist comprehension • interpret the meaning of jargon, dialect or specialized vocabulary used in a passage • interpret and explain literal and non-literal meanings of words or phrases, based on use in context • identify syllables and parts of words (e.g., prefixes, suffixes, base words, common roots) and apply their meanings to comprehend unfamiliar words • describe words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows • scan to find specific key information; skim to get the general meaning of a passage
MG: 7	GD: 0	KY.7.R.F.SC.5 Students will use print and electronic resources (e.g., print and electronic dictionaries, glossaries, thesauruses) to determine the definition, pronunciation, etymology, spelling, usage of words, multiple meanings of words, and content specific-meanings of words

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.7.L.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).**

Grade: 7 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: 7	GD: 0	KY.7.R.F.EU.3 Students will understand that developing breadth of vocabulary improves reading comprehension and involves applying knowledge of word meanings and word relationships. The larger the reader's vocabulary, the easier it is to make sense of text.
MG: 7	GD: 0	KY.7.R.F.SC.4 Students will use a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, shades of meaning, or analogies to assist comprehension • interpret the meaning of jargon, dialect or specialized vocabulary used in a passage • interpret and explain literal and non-literal meanings of words or phrases, based on use in context • identify syllables and parts of words (e.g., prefixes, suffixes, base words, common roots) and apply their meanings to comprehend unfamiliar words • describe words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows • scan to find specific key information; skim to get the general meaning of a passage
MG: 7	GD: 0	KY.7.W.WC.SC.2 Students will use specialized content vocabulary and words used for specific contexts, as needed

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.7.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

Grade: 7 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: 7	GD: 0	KY.7.SLO.EU.3 Students will understand that language usage is related to successful communication; language patterns and vocabulary transmit culture and affect meaning.

MG: 7	GD: 0	KY.7.SLO.SC.2 In formal speaking situations, students will apply delivery techniques: • both verbal (e.g., tone, volume, rate, articulation, inflection, pacing) and nonverbal (e.g., posture, gestures, facial expressions, eye contact) • avoid distracting delivery behaviors (e.g. excessive verbal pauses, fidgeting) • use language appropriate to audience; use specialized content vocabulary as needed • adhere to standard guidelines for grammar, usage, mechanics or use non-standard language for effect when appropriate (e.g., word plays, common figures of speech)
MG: 7	GD: 0	KY.7.W.WC.SC.2 Students will use specialized content vocabulary and words used for specific contexts, as needed
MG: 8	GD: -1	KY.8.W.WC.SC.2 Students will use specialized content vocabulary and words used for specific contexts, as needed

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.7.L.5.a Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.**

Grade: 7 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: 8	GD: -1	KY.8.R.F.SC.4 Students will se a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, shades of meaning, or analogies to assist comprehension • interpret the meaning of jargon, dialect, or specialized vocabulary used in a passage • interpret and explain literal and non-literal meanings of words or phrases, analogies, idioms and allusions, based on use in context • apply knowledge of synonyms, antonyms, word parts (e.g., roots, affixes , cognates) • explain and organize words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information; skim to get the general meaning of a passage

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.7.L.5.b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.**

Grade: 7 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: 7	GD: 0	KY.7.R.F.SC.4 Students will use a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, shades of meaning, or analogies to assist comprehension • interpret the meaning of jargon, dialect or specialized vocabulary used in a passage • interpret and explain literal and non-literal meanings of words or phrases, based on use in context • identify syllables and parts of words (e.g., prefixes, suffixes, base words, common roots) and apply their meanings to comprehend unfamiliar words • describe words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows • scan to find specific key information; skim to get the general meaning of a passage

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.7.L.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).**

Grade: 7 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: 7	GD: 0	KY.7.R.F.EU.3 Students will understand that developing breadth of vocabulary improves reading comprehension and involves applying knowledge of word meanings and word relationships. The larger the reader's vocabulary, the easier it is to make sense of text.

MG: 7	GD: 0	KY.7.R.F.SC.4 Students will use a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, shades of meaning, or analogies to assist comprehension • interpret the meaning of jargon, dialect or specialized vocabulary used in a passage • interpret and explain literal and non-literal meanings of words or phrases, based on use in context • identify syllables and parts of words (e.g., prefixes, suffixes, base words, common roots) and apply their meanings to comprehend unfamiliar words • describe words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows • scan to find specific key information; skim to get the general meaning of a passage
MG: 7	GD: 0	KY.7.SLO.EU.3 Students will understand that language usage is related to successful communication; language patterns and vocabulary transmit culture and affect meaning.
MG: 7	GD: 0	KY.7.W.WC.SC.2 Students will use specialized content vocabulary and words used for specific contexts, as needed

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.7.L.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 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: 7	GD: 0	KY.7.R.F.EU.3 Students will understand that developing breadth of vocabulary improves reading comprehension and involves applying knowledge of word meanings and word relationships. The larger the reader's vocabulary, the easier it is to make sense of text.
MG: 7	GD: 0	KY.7.R.F.SC.4 Students will use a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, shades of meaning, or analogies to assist comprehension • interpret the meaning of jargon, dialect or specialized vocabulary used in a passage • interpret and explain literal and non-literal meanings of words or phrases, based on use in context • identify syllables and parts of words (e.g., prefixes, suffixes, base words, common roots) and apply their meanings to comprehend unfamiliar words • describe words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows • scan to find specific key information; skim to get the general meaning of a passage
MG: 7	GD: 0	KY.7.W.WC.SC.2 Students will use specialized content vocabulary and words used for specific contexts, as needed

Cluster: Conventions of Standard English

CCSS: **CC.7.L.1.c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.***

Grade: 7 DM: Unmatched

Strand: LANGUAGE Notes: Unmatched

MG: Unma GD:

Cluster: Conventions of Standard English

CCSS: **CC.8.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

Grade: 8 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: 8	GD: 0	KY.8.SLO.SC.2 In formal speaking situations, students will apply delivery techniques: • both verbal (e.g., tone, volume, rate, articulation, inflection, pacing) and nonverbal (e.g., posture, gestures, facial expressions, eye contact) • avoid distracting delivery behaviors (e.g. excessive verbal pauses, fidgeting) • use language appropriate to audience; use specialized content vocabulary as needed • adhere to standard guidelines for grammar, usage, mechanics, or use non-standard language for effect when appropriate (e.g., word plays, common figures of speech)
MG: 8	GD: 0	KY.8.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; nonstandard/unconventional grammar may be used for intended effect.
MG: 8	GD: 0	KY.8.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject and verb agreement, pronoun antecedent agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., of/have, can/may)

Cluster: Conventions of Standard English

CCSS: **CC.8.L.1.a Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.**

Grade: 8 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: 8	GD: 0	KY.8.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; nonstandard/unconventional grammar may be used for intended effect.
MG: 8	GD: 0	KY.8.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject and verb agreement, pronoun antecedent agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., of/have, can/may)

Cluster: Conventions of Standard English

CCSS: **CC.8.L.1.b Form and use verbs in the active and passive voice.**

Grade: 8 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: 8	GD: 0	KY.8.SLO.SC.2 In formal speaking situations, students will apply delivery techniques: • both verbal (e.g., tone, volume, rate, articulation, inflection, pacing) and nonverbal (e.g., posture, gestures, facial expressions, eye contact) • avoid distracting delivery behaviors (e.g. excessive verbal pauses, fidgeting) • use language appropriate to audience; use specialized content vocabulary as needed • adhere to standard guidelines for grammar, usage, mechanics, or use non-standard language for effect when appropriate (e.g., word plays, common figures of speech)
MG: 8	GD: 0	KY.8.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; nonstandard/unconventional grammar may be used for intended effect.
MG: 8	GD: 0	KY.8.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject and verb agreement, pronoun antecedent agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., of/have, can/may)

Cluster: Conventions of Standard English

CCSS: **CC.8.L.1.c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.**

Grade: 8 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: 8	GD: 0	KY.8.SLO.SC.2 In formal speaking situations, students will apply delivery techniques: • both verbal (e.g., tone, volume, rate, articulation, inflection, pacing) and nonverbal (e.g., posture, gestures, facial expressions, eye contact) • avoid distracting delivery behaviors (e.g. excessive verbal pauses, fidgeting) • use language appropriate to audience; use specialized content vocabulary as needed • adhere to standard guidelines for grammar, usage, mechanics, or use non-standard language for effect when appropriate (e.g., word plays, common figures of speech)
MG: 8	GD: 0	KY.8.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; nonstandard/unconventional grammar may be used for intended effect.
MG: 8	GD: 0	KY.8.W.WC.SC.6 Students will use print and electronic resources (e.g., word processing, thesaurus) to adhere to standard guidelines for grammar, usage and mechanics

Cluster: Conventions of Standard English

CCSS: **CC.8.L.1.d Recognize and correct inappropriate shifts in verb voice and mood.***

Grade: 8 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 8	GD: 0	KY.8.SLO.SC.2 In formal speaking situations, students will apply delivery techniques: • both verbal (e.g., tone, volume, rate, articulation, inflection, pacing) and nonverbal (e.g., posture, gestures, facial expressions, eye contact) • avoid distracting delivery behaviors (e.g. excessive verbal pauses, fidgeting) • use language appropriate to audience; use specialized content vocabulary as needed • adhere to standard guidelines for grammar, usage, mechanics, or use non-standard language for effect when appropriate (e.g., word plays, common figures of speech)
MG: 8	GD: 0	KY.8.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; nonstandard/unconventional grammar may be used for intended effect.
MG: 8	GD: 0	KY.8.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject and verb agreement, pronoun antecedent agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., of/have, can/may)
MG: 8	GD: 0	KY.8.W.WC.SC.6 Students will use print and electronic resources (e.g., word processing, thesaurus) to adhere to standard guidelines for grammar, usage and mechanics

Cluster: Conventions of Standard English

CCSS: **CC.8.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

Grade: 8 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 8	GD: 0	KY.8.W.P.SC.5 Students will edit for appropriate language usage, sentence structure, spelling, capitalization, punctuation and proper documentation of sources
MG: 8	GD: 0	KY.8.W.WC.EU.4 Students will understand that writers need to use correct spelling, punctuation and capitalization.

MG: 8	GD: 0	KY.8.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject and verb agreement, pronoun antecedent agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., of/have, can/may)

Cluster: Conventions of Standard English

CCSS: **CC.8.L.2.a Use punctuation (comma, ellipsis, dash) to indicate a pause or break.**

Grade: 8 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: 8	GD: 0	KY.8.W.P.SC.5 Students will edit for appropriate language usage, sentence structure, spelling, capitalization, punctuation and proper documentation of sources
MG: 8	GD: 0	KY.8.W.WC.EU.4 Students will understand that writers need to use correct spelling, punctuation and capitalization.
MG: 8	GD: 0	KY.8.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject and verb agreement, pronoun antecedent agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., of/have, can/may)

Cluster: Conventions of Standard English

CCSS: **CC.8.L.2.b Use an ellipsis to indicate an omission.**

Grade: 8 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: 8	GD: 0	KY.8.W.P.SC.5 Students will edit for appropriate language usage, sentence structure, spelling, capitalization, punctuation and proper documentation of sources
MG: 8	GD: 0	KY.8.W.WC.EU.4 Students will understand that writers need to use correct spelling, punctuation and capitalization.
MG: 8	GD: 0	KY.8.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject and verb agreement, pronoun antecedent agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., of/have, can/may)

Cluster: Conventions of Standard English

CCSS: **CC.8.L.2.c Spell correctly.**

Grade: 8 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 8	GD: 0	KY.8.R.F.SC.5 Students will use print and electronic resources (general and specialized dictionaries, thesauruses, glossaries) to determine the definition, pronunciation, etymology, spelling, usage of words, multiple meanings of words, content-specific meanings of words, or meanings of derivational roots
MG: 8	GD: 0	KY.8.W.WC.EU.4 Students will understand that writers need to use correct spelling, punctuation and capitalization.
MG: 8	GD: 0	KY.8.W.WC.SC.5 Students will use print and electronic resources (e.g., word processing, dictionary, handbooks) and apply knowledge of spelling rules to correct spelling in final drafts

Cluster: Knowledge of Language

CCSS: **CC.8.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

Grade: 8 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 8	GD: 0	KY.8.SLO.EU.1 Students will understand that communication, both formal and informal is an interpretive process that integrates listening, observing/viewing, reading, writing and speaking with confidence. Different levels of discourse are appropriate for different contexts, occasions, purposes and audiences.
MG: 8	GD: 0	KY.8.W.P.SC.4 Students will revise: • reflect on own writing • confer with peers and other writing conferencing partners to critically analyze one's own work and the work of others • confer to determine where to add, delete, rearrange, define/redefine or elaborate content so that writing is coherent and effective for intended audience, then make revisions • identify and develop topic sentences, making sure ideas are supported appropriately with relevant details and that sentences are in sequential order; insert new sentences and delete unnecessary ones; develop effective introductions and conclusions; eliminate redundant words; choose the most precise words available
MG: 8	GD: 0	KY.8.W.S.SC.1 Students will use complete and correct sentences of various structures and lengths (e.g., simple, compound, complex) to enhance meaning throughout a piece of writing; apply unconventional sentence structures to achieve intended effect on audience

Cluster: Knowledge of Language

CCSS: **CC.8.L.3.a Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).**

Grade: 8 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: 8	GD: 0	KY.8.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; nonstandard/unconventional grammar may be used for intended effect.

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.8.L.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.**

Grade: 8 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 8	GD: 0	KY.8.R.F.EU.3 Students will understand that developing breadth of vocabulary improves reading comprehension and involves applying knowledge of word meanings and word relationships. The larger the reader's vocabulary, the easier it is to make sense of text.
MG: 8	GD: 0	KY.8.R.F.SC.4 Students will se a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, shades of meaning, or analogies to assist comprehension • interpret the meaning of jargon, dialect, or specialized vocabulary used in a passage • interpret and explain literal and non-literal meanings of words or phrases, analogies, idioms and allusions, based on use in context • apply knowledge of synonyms, antonyms, word parts (e.g., roots, affixes , cognates) • explain and organize words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information; skim to get the general meaning of a passage
MG: 8	GD: 0	KY.8.W.WC.SC.2 Students will use specialized content vocabulary and words used for specific contexts, as needed

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.8.L.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.**

Grade: 8 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 8	GD: 0	KY.8.R.F.EU.3 Students will understand that developing breadth of vocabulary improves reading comprehension and involves applying knowledge of word meanings and word relationships. The larger the reader's vocabulary, the easier it is to make sense of text.
MG: 8	GD: 0	KY.8.R.F.SC.4 Students will se a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, shades of meaning, or analogies to assist comprehension • interpret the meaning of jargon, dialect, or specialized vocabulary used in a passage • interpret and explain literal and non-literal meanings of words or phrases, analogies, idioms and allusions, based on use in context • apply knowledge of synonyms, antonyms, word parts (e.g., roots, affixes , cognates) • explain and organize words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information; skim to get the general meaning of a passage
MG: 8	GD: 0	KY.8.W.WC.SC.2 Students will use specialized content vocabulary and words used for specific contexts, as needed

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.8.L.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).**

Grade: 8 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 8	GD: 0	KY.8.R.F.EU.3 Students will understand that developing breadth of vocabulary improves reading comprehension and involves applying knowledge of word meanings and word relationships. The larger the reader's vocabulary, the easier it is to make sense of text.
MG: 8	GD: 0	KY.8.R.F.SC.4 Students will se a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, shades of meaning, or analogies to assist comprehension • interpret the meaning of jargon, dialect, or specialized vocabulary used in a passage • interpret and explain literal and non-literal meanings of words or phrases, analogies, idioms and allusions, based on use in context • apply knowledge of synonyms, antonyms, word parts (e.g., roots, affixes , cognates) • explain and organize words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information; skim to get the general meaning of a passage
MG: 8	GD: 0	KY.8.W.WC.SC.2 Students will use specialized content vocabulary and words used for specific contexts, as needed

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.8.L.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.**

Grade: 8 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 8	GD: 0	KY.8.R.F.SC.5 Students will use print and electronic resources (general and specialized dictionaries, thesauruses, glossaries) to determine the definition, pronunciation, etymology, spelling, usage of words, multiple meanings of words, content-specific meanings of words, or meanings of derivational roots

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.8.L.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).**

Grade: 8 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 8	GD: 0	KY.8.R.F.EU.3 Students will understand that developing breadth of vocabulary improves reading comprehension and involves applying knowledge of word meanings and word relationships. The larger the reader's vocabulary, the easier it is to make sense of text.
MG: 8	GD: 0	KY.8.R.F.SC.4 Students will se a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, shades of meaning, or analogies to assist comprehension • interpret the meaning of jargon, dialect, or specialized vocabulary used in a passage • interpret and explain literal and non-literal meanings of words or phrases, analogies, idioms and allusions, based on use in context • apply knowledge of synonyms, antonyms, word parts (e.g., roots, affixes , cognates) • explain and organize words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information; skim to get the general meaning of a passage
MG: 8	GD: 0	KY.8.W.WC.SC.2 Students will use specialized content vocabulary and words used for specific contexts, as needed

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.8.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

Grade: 8 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 8	GD: 0	KY.8.W.WC.EU.1 Students will understand that writers need to choose their language with care, depending on the content, purpose and audience.
MG: 8	GD: 0	KY.8.W.WC.EU.2 Students will understand that language should be concise and precise. Strong verbs and nouns, concrete details and sensory language help make meaning clear to the reader.
MG: 8	GD: 0	KY.8.W.WC.SC.1 Students will choose precise and descriptive language for clarity, richness and/or its effect on the reader (words with multiple meanings, words that imply different shades of meaning, words with literal and non-literal meanings, strong nouns and verbs, concrete and sensory details, figurative language - metaphors, similes, alliteration, personification)

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.8.L.5.a Interpret figures of speech (e.g. verbal irony, puns) in context.**

Grade: 8 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: 8	GD: 0	KY.8.R.D.SC.6 Students will analyze the effectiveness of literary devices or figurative language in evoking what the author intended (e.g., picturing a setting, predicting a consequence, establishing a mood or feeling)

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.8.L.5.b Use the relationship between particular words to better understand each of the words.**

Grade: 8 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: 8	GD: 0	KY.8.R.F.EU.3 Students will understand that developing breadth of vocabulary improves reading comprehension and involves applying knowledge of word meanings and word relationships. The larger the reader's vocabulary, the easier it is to make sense of text.
MG: 8	GD: 0	KY.8.R.F.SC.4 Students will se a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, shades of meaning, or analogies to assist comprehension • interpret the meaning of jargon, dialect, or specialized vocabulary used in a passage • interpret and explain literal and non-literal meanings of words or phrases, analogies, idioms and allusions, based on use in context • apply knowledge of synonyms, antonyms, word parts (e.g., roots, affixes , cognates) • explain and organize words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information; skim to get the general meaning of a passage
MG: 8	GD: 0	KY.8.W.WC.SC.2 Students will use specialized content vocabulary and words used for specific contexts, as needed

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.8.L.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).**

Grade: 8 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: 8	GD: 0	KY.8.R.F.EU.3 Students will understand that developing breadth of vocabulary improves reading comprehension and involves applying knowledge of word meanings and word relationships. The larger the reader's vocabulary, the easier it is to make sense of text.
MG: 8	GD: 0	KY.8.R.F.SC.4 Students will se a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, shades of meaning, or analogies to assist comprehension • interpret the meaning of jargon, dialect, or specialized vocabulary used in a passage • interpret and explain literal and non-literal meanings of words or phrases, analogies, idioms and allusions, based on use in context • apply knowledge of synonyms, antonyms, word parts (e.g., roots, affixes , cognates) • explain and organize words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information; skim to get the general meaning of a passage
MG: 8	GD: 0	KY.8.W.WC.SC.2 Students will use specialized content vocabulary and words used for specific contexts, as needed

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.8.L.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 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: 8	GD: 0	KY.8.R.F.EU.3 Students will understand that developing breadth of vocabulary improves reading comprehension and involves applying knowledge of word meanings and word relationships. The larger the reader's vocabulary, the easier it is to make sense of text.

MG: 8	GD: 0	KY.8.R.F.SC.4 Students will se a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, shades of meaning, or analogies to assist comprehension • interpret the meaning of jargon, dialect, or specialized vocabulary used in a passage • interpret and explain literal and non-literal meanings of words or phrases, analogies, idioms and allusions, based on use in context • apply knowledge of synonyms, antonyms, word parts (e.g., roots, affixes , cognates) • explain and organize words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information; skim to get the general meaning of a passage
MG: 8	GD: 0	KY.8.W.WC.SC.2 Students will use specialized content vocabulary and words used for specific contexts, as needed

Cluster: Conventions of Standard English

CCSS: **CC.9-10.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

Grade: 9-10 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: 9-12 GD: 0 to -2 KY.9-12.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; non-standard and/or unconventional grammar, mechanics and usage may be used for intended effect.

Cluster: Conventions of Standard English

CCSS: **CC.9-10.L.1.a Use parallel structure.***

Grade: 9-10 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 11-12 GD: -2 KY.11-12.W.S.SC.1 Students will use complete and correct sentences of various structures and lengths (e.g., simple, compound, complex, compound/complex, including parallel structure) to enhance meaning throughout a piece of writing; apply unconventional sentence structures to achieve intended effect on audience

MG: 9-10 GD: 0 KY.9-10.W.S.SC.1 Students will use complete and correct sentences of various structures and lengths (e.g., simple, compound, complex, compound/complex, including parallel structure) to enhance meaning throughout a piece of writing; apply unconventional sentence structures to achieve intended effect on audience

MG: 9-12 GD: 0 to -2 KY.9-12.W.S.EU.1 Students will understand that sentences must be complete and clear. A variety in sentence structure helps to engage the reader and make meaning more clear. Sometimes unconventional structure is appropriate for an intended effect upon the reader.

Cluster: Conventions of Standard English

CCSS: **CC.9-10.L.1.b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.**

Grade: 9-10 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: 11-12 GD: -2 KY.11-12.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement, pronoun/antecedent agreement, phrases, clauses); mechanics (e.g., use of commas, semicolons, colons); and usage (e.g., avoiding misplaced modifiers and shifts in tense, number, and person)

MG: 9-12 GD: 0 to -2 KY.9-12.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; non-standard and/or unconventional grammar, mechanics and usage may be used for intended effect.

Cluster: Conventions of Standard English

CCSS: **CC.9-10.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

Grade: 9-10 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 11-12 GD: -2 KY.11-12.W.P.SC.5 Students will edit for appropriate language usage, sentence structure, spelling, capitalization, punctuation and proper documentation of sources

MG: 9-10	GD: 0	KY.9-10.W.P.SC.5 Students will edit for appropriate language usage, sentence structure, spelling, capitalization, punctuation and proper documentation of sources

Cluster: Conventions of Standard English

CCSS: **CC.9-10.L.2.a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.**

Grade: 9-10 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: 9-10	GD: 0	KY.9-10.W.P.SC.5 Students will edit for appropriate language usage, sentence structure, spelling, capitalization, punctuation and proper documentation of sources
MG: 9-10	GD: 0	KY.9-10.W.S.SC.1 Students will use complete and correct sentences of various structures and lengths (e.g., simple, compound, complex, compound/complex, including parallel structure) to enhance meaning throughout a piece of writing; apply unconventional sentence structures to achieve intended effect on audience
MG: 9-10	GD: 0	KY.9-10.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement, pronoun/antecedent agreement); mechanics (e.g., use of commas, semicolons); and usage (e.g., farther/further, fewer/less, amount/number)

Cluster: Conventions of Standard English

CCSS: **CC.9-10.L.2.b Use a colon to introduce a list or quotation.**

Grade: 9-10 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 9-10	GD: 0	KY.9-10.W.S.SC.1 Students will use complete and correct sentences of various structures and lengths (e.g., simple, compound, complex, compound/complex, including parallel structure) to enhance meaning throughout a piece of writing; apply unconventional sentence structures to achieve intended effect on audience
MG: 9-10	GD: 0	KY.9-10.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement, pronoun/antecedent agreement); mechanics (e.g., use of commas, semicolons); and usage (e.g., farther/further, fewer/less, amount/number)
MG: 9-12	GD: 0 to -2	KY.9-12.W.S.EU.1 Students will understand that sentences must be complete and clear. A variety in sentence structure helps to engage the reader and make meaning more clear. Sometimes unconventional structure is appropriate for an intended effect upon the reader.
MG: 9-12	GD: 0 to -2	KY.9-12.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; non-standard and/or unconventional grammar, mechanics and usage may be used for intended effect.

Cluster: Conventions of Standard English

CCSS: **CC.9-10.L.2.c Spell correctly.**

Grade: 9-10 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 9-10	GD: 0	KY.9-10.W.P.SC.5 Students will edit for appropriate language usage, sentence structure, spelling, capitalization, punctuation and proper documentation of sources
MG: 9-10	GD: 0	KY.9-10.W.WC.SC.5 Students will use print and electronic resources (e.g., word processing, dictionary) and apply knowledge of spelling rules to correct spelling in final drafts

Cluster: Knowledge of Language

CCSS: **CC.9-10.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

Grade: 9-10 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 9-10	GD: 0	KY.9-10.SLO.SC.10 When listening, students will respond critically (e.g., analyze the style of a speech, including the speaker's choice of language to evoke a response, evaluate conclusions, credibility of information presented)
MG: 9-10	GD: 0	KY.9-10.SLO.SC.2 In formal speaking situations, students will apply delivery techniques: • both verbal (e.g., tone, volume, rate, articulation, inflection, pacing) and nonverbal (e.g., gestures, facial expressions, eye contact) • avoid distracting delivery behaviors (e.g. excessive verbal pauses, fidgeting) • use language appropriate to audience; use specialized content vocabulary as needed • adhere to standard guidelines for grammar, usage, mechanics, or use non-standard language for effect when appropriate (e.g., word plays, common figures of speech) • choose language for its effect on the audience (e.g., strong nouns, active verbs, concrete and sensory details, figurative language)
MG: 9-10	GD: 0	KY.9-10.W.WC.SC.4 Students will apply non-standard and/or unconventional language (e.g., dialects) for intended effect appropriate to purpose
MG: 9-12	GD: 0 to -2	KY.9-12.R.D.EU.3 Students will understand that determining the usefulness of text for a specific purpose, evaluating language and textual elements, and analyzing the author's style are all ways to critically examine texts.
MG: 9-12	GD: 0 to -2	KY.9-12.R.F.EU.3 Students will understand that many words have multiple meanings. Knowledge of syntax/language structure, semantics/meaning, context cues, and the use of resources can help in identifying the intended meaning of words and phrases as they are used in text.
MG: 9-12	GD: 0 to -2	KY.9-12.SLO.EU.3 Students will understand that language usage is related to successful communication; language patterns and vocabulary transmit culture and affect meaning.
MG: 9-12	GD: 0 to -2	KY.9-12.W.WC.EU.1 Students will understand that writers need to choose their language with care, depending on the content, purpose and audience.

Cluster: Knowledge of Language

CCSS: **CC.9-10.L.3.a Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.**

Grade: 9-10 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: 11-12	GD: -2	KY.11-12.W.P.SC.5 Students will edit for appropriate language usage, sentence structure, spelling, capitalization, punctuation and proper documentation of sources
MG: 9-10	GD: 0	KY.9-10.W.P.SC.5 Students will edit for appropriate language usage, sentence structure, spelling, capitalization, punctuation and proper documentation of sources

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.9-10.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**

Grade: 9-10 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 9-10	GD: 0	KY.9-10.R.F.SC.4 Students will use a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies to determine pronunciations • apply knowledge of synonyms, antonyms, word parts (e.g., roots, affixes, cognates), and nuances of meaning to assist comprehension • interpret the meaning of jargon, dialect or specialized vocabulary in context • interpret and explain literal and non-literal meanings of words or phrases, analogies, idioms and literary allusions based on context • explain and organize words and ideas in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information; skim to get the general meaning of a passage
MG: 9-10	GD: 0	KY.9-10.R.F.SC.5 Students will use print and electronic resources (general and specialized dictionaries, thesauruses and glossaries) to determine the definition, pronunciation, etymology, spelling, usage of words, multiple meanings of words, or content-specific meanings of words
MG: 9-12	GD: 0 to -2	KY.9-12.R.F.EU.2 Students will understand that developing breadth of vocabulary dramatically improves reading comprehension and involves applying knowledge of word meanings and word relationships. The larger the reader's vocabulary, the easier it is to make sense of text.
MG: 9-12	GD: 0 to -2	KY.9-12.R.F.EU.3 Students will understand that many words have multiple meanings. Knowledge of syntax/language structure, semantics/meaning, context cues, and the use of resources can help in identifying the intended meaning of words and phrases as they are used in text.

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.9-10.L.4.a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.**

Grade: 9-10 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 9-10	GD: 0	KY.9-10.R.F.SC.1 Students will apply context and self-correction strategies while reading
MG: 9-10	GD: 0	KY.9-10.R.F.SC.4 Students will use a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies to determine pronunciations • apply knowledge of synonyms, antonyms, word parts (e.g., roots, affixes, cognates), and nuances of meaning to assist comprehension • interpret the meaning of jargon, dialect or specialized vocabulary in context • interpret and explain literal and non-literal meanings of words or phrases, analogies, idioms and literary allusions based on context • explain and organize words and ideas in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information; skim to get the general meaning of a passage
MG: 9-10	GD: 0	KY.9-10.R.U.SC.3 Students will explain the meaning of concrete or abstract terms, based on the context (e.g., "loaded" words, connotation, denotation)
MG: 9-12	GD: 0 to -2	KY.9-12.R.F.EU.3 Students will understand that many words have multiple meanings. Knowledge of syntax/language structure, semantics/meaning, context cues, and the use of resources can help in identifying the intended meaning of words and phrases as they are used in text.

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.9-10.L.4.b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).**

Grade: 9-10 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 9-10	GD: 0	KY.9-10.R.F.SC.4 Students will use a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies to determine pronunciations • apply knowledge of synonyms, antonyms, word parts (e.g., roots, affixes, cognates), and nuances of meaning to assist comprehension • interpret the meaning of jargon, dialect or specialized vocabulary in context • interpret and explain literal and non-literal meanings of words or phrases, analogies, idioms and literary allusions based on context • explain and organize words and ideas in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information; skim to get the general meaning of a passage
MG: 9-12	GD: 0 to -2	KY.9-12.R.F.EU.3 Students will understand that many words have multiple meanings. Knowledge of syntax/language structure, semantics/meaning, context cues, and the use of resources can help in identifying the intended meaning of words and phrases as they are used in text.

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.9-10.L.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.**

Grade: 9-10 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: 9-10	GD: 0	KY.9-10.W.WC.SC.5 Students will use print and electronic resources (e.g., word processing, dictionary) and apply knowledge of spelling rules to correct spelling in final drafts

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.9-10.L.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).**

Grade: 9-10 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 9-10	GD: 0	KY.9-10.R.F.SC.4 Students will use a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies to determine pronunciations • apply knowledge of synonyms, antonyms, word parts (e.g., roots, affixes, cognates), and nuances of meaning to assist comprehension • interpret the meaning of jargon, dialect or specialized vocabulary in context • interpret and explain literal and non-literal meanings of words or phrases, analogies, idioms and literary allusions based on context • explain and organize words and ideas in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information; skim to get the general meaning of a passage
MG: 9-10	GD: 0	KY.9-10.R.F.SC.5 Students will use print and electronic resources (general and specialized dictionaries, thesauruses and glossaries) to determine the definition, pronunciation, etymology, spelling, usage of words, multiple meanings of words, or content-specific meanings of words

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.9-10.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

Grade: 9-10 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: 9-10	GD: 0	KY.9-10.R.D.SC.3 Students will evaluate what is read, based on the author's purpose, message, word choice, sentence variety, content, tone, style or use of literary elements
MG: 9-10	GD: 0	KY.9-10.R.F.SC.4 Students will use a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies to determine pronunciations • apply knowledge of synonyms, antonyms, word parts (e.g., roots, affixes, cognates), and nuances of meaning to assist comprehension • interpret the meaning of jargon, dialect or specialized vocabulary in context • interpret and explain literal and non-literal meanings of words or phrases, analogies, idioms and literary allusions based on context • explain and organize words and ideas in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information; skim to get the general meaning of a passage
MG: 9-10	GD: 0	KY.9-10.R.U.SC.3 Students will explain the meaning of concrete or abstract terms, based on the context (e.g., "loaded" words, connotation, denotation)
MG: 9-12	GD: 0 to -2	KY.9-12.R.F.EU.3 Students will understand that many words have multiple meanings. Knowledge of syntax/language structure, semantics/meaning, context cues, and the use of resources can help in identifying the intended meaning of words and phrases as they are used in text.

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.9-10.L.5.a Interpret figures of speech (e.g., satire, sarcasm) in context and analyze their role in the text.**

Grade: 9-10 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: 9-10	GD: 0	KY.9-10.R.D.SC.6 Students will analyze the effectiveness of literary devices or figurative language in evoking what the author intended (e.g., picturing a setting, predicting a consequence, establishing a mood or feeling)
MG: 9-12	GD: 0 to -2	KY.9-12.SLO.EU.3 Students will understand that language usage is related to successful communication; language patterns and vocabulary transmit culture and affect meaning.

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.9-10.L.5.b Analyze nuances in the meaning of words with similar denotations.**

Grade: 9-10 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: 9-10	GD: 0	KY.9-10.R.U.SC.3 Students will explain the meaning of concrete or abstract terms, based on the context (e.g., "loaded" words, connotation, denotation)
MG: 9-12	GD: 0 to -2	KY.9-12.R.F.EU.3 Students will understand that many words have multiple meanings. Knowledge of syntax/language structure, semantics/meaning, context cues, and the use of resources can help in identifying the intended meaning of words and phrases as they are used in text.

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.9-10.L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression**

Grade: 9-10 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: 9-10	GD: 0	KY.9-10.R.F.SC.4 Students will use a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies to determine pronunciations • apply knowledge of synonyms, antonyms, word parts (e.g., roots, affixes, cognates), and nuances of meaning to assist comprehension • interpret the meaning of jargon, dialect or specialized vocabulary in context • interpret and explain literal and non-literal meanings of words or phrases, analogies, idioms and literary allusions based on context • explain and organize words and ideas in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information; skim to get the general meaning of a passage
MG: 9-10	GD: 0	KY.9-10.SLO.SC.2 In formal speaking situations, students will apply delivery techniques: • both verbal (e.g., tone, volume, rate, articulation, inflection, pacing) and nonverbal (e.g., gestures, facial expressions, eye contact) • avoid distracting delivery behaviors (e.g. excessive verbal pauses, fidgeting) • use language appropriate to audience; use specialized content vocabulary as needed • adhere to standard guidelines for grammar, usage, mechanics, or use non-standard language for effect when appropriate (e.g., word plays, common figures of speech) • choose language for its effect on the audience (e.g., strong nouns, active verbs, concrete and sensory details, figurative language)
MG: 9-10	GD: 0	KY.9-10.W.WC.SC.2 Students will use specialized content vocabulary and words used for specific contexts, as needed
MG: 9-12	GD: 0 to -2	KY.9-12.R.F.EU.2 Students will understand that developing breadth of vocabulary dramatically improves reading comprehension and involves applying knowledge of word meanings and word relationships. The larger the reader's vocabulary, the easier it is to make sense of text.
MG: 9-12	GD: 0 to -2	KY.9-12.SLO.EU.3 Students will understand that language usage is related to successful communication; language patterns and vocabulary transmit culture and affect meaning.
MG: 9-12	GD: 0 to -2	KY.9-12.W.WC.EU.1 Students will understand that writers need to choose their language with care, depending on the content, purpose and audience.

Cluster: Conventions of Standard English

CCSS: **CC.11-12.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

Grade: 11-12 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 11-12	GD: 0	KY.11-12.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement, pronoun/antecedent agreement, phrases, clauses); mechanics (e.g., use of commas, semicolons, colons); and usage (e.g., avoiding misplaced modifiers and shifts in tense, number, and person)

Cluster: Conventions of Standard English

CCSS: **CC.11-12.L.1.a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.**

Grade: 11-12 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 11-12	GD: 0	KY.11-12.R.F.SC.4 Students will describe the influence of historical events on the development of the English language
MG: 11-12	GD: 0	KY.11-12.R.F.SC.5 Students will investigate the meanings of words and their possible effect(s) on the perceptions and behavior of people
MG: 11-12	GD: 0	KY.11-12.W.P.SC.5 Students will edit for appropriate language usage, sentence structure, spelling, capitalization, punctuation and proper documentation of sources
MG: 11-12	GD: 0	KY.11-12.W.WC.SC.1 Students will choose precise and descriptive language for clarity, richness and/or its effect on the reader (words with multiple meanings, words that imply different shades of meaning, words with literal and non-literal meanings, foreign words/phrases, strong nouns and verbs, concrete and sensory details, figurative language - metaphors, paradox, allusion, hyperbole)
MG: 11-12	GD: 0	KY.11-12.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement, pronoun/antecedent agreement, phrases, clauses); mechanics (e.g., use of commas, semicolons, colons); and usage (e.g., avoiding misplaced modifiers and shifts in tense, number, and person)
MG: 11-12	GD: 0	KY.11-12.W.WC.SC.4 Students will apply non-standard and/or unconventional language (e.g., dialects) for intended effect appropriate to purpose
MG: 9-12	GD: 2	KY.9-12.R.F.EU.3 Students will understand that many words have multiple meanings. Knowledge of syntax/language structure, semantics/meaning, context cues, and the use of resources can help in identifying the intended meaning of words and phrases as they are used in text.

Cluster: Conventions of Standard English

CCSS: **CC.11-12.L.1.b Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American English) as needed.**

Grade: 11-12 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 11-12	GD: 0	KY.11-12.W.WC.SC.5 Students will use print and electronic resources (e.g., word processing, dictionary) and apply knowledge of spelling rules to correct spelling in final drafts

MG: 9-12	GD: 2	KY.9-12.I.EU.1 Students will understand that the inquiry process is used to investigate topics or questions important to the researcher. Questions are redefined throughout the learning process. The researcher may revise the question, refine a line of query, or go in a direction that the original question did not anticipate.
MG: 9-12	GD: 2	KY.9-12.R.F.EU.3 Students will understand that many words have multiple meanings. Knowledge of syntax/language structure, semantics/meaning, context cues, and the use of resources can help in identifying the intended meaning of words and phrases as they are used in text.

Cluster: Conventions of Standard English

CCSS: **CC.11-12.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

Grade: 11-12 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 11-12	GD: 0	KY.11-12.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement, pronoun/antecedent agreement, phrases, clauses); mechanics (e.g., use of commas, semicolons, colons); and usage (e.g., avoiding misplaced modifiers and shifts in tense, number, and person)
MG: 9-12	GD: 2	KY.9-12.W.WC.EU.3 Students will understand that standard grammar and usage are important in making meaning clear to the reader; non-standard and/or unconventional grammar, mechanics and usage may be used for intended effect.

Cluster: Conventions of Standard English

CCSS: **CC.11-12.L.2.a Observe hyphenation conventions.**

Grade: 11-12 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: 11-12	GD: 0	KY.11-12.W.P.SC.5 Students will edit for appropriate language usage, sentence structure, spelling, capitalization, punctuation and proper documentation of sources
MG: 11-12	GD: 0	KY.11-12.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement, pronoun/antecedent agreement, phrases, clauses); mechanics (e.g., use of commas, semicolons, colons); and usage (e.g., avoiding misplaced modifiers and shifts in tense, number, and person)

Cluster: Conventions of Standard English

CCSS: **CC.11-12.L.2.b Spell correctly.**

Grade: 11-12 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 11-12	GD: 0	KY.11-12.W.P.SC.5 Students will edit for appropriate language usage, sentence structure, spelling, capitalization, punctuation and proper documentation of sources
MG: 11-12	GD: 0	KY.11-12.W.WC.SC.5 Students will use print and electronic resources (e.g., word processing, dictionary) and apply knowledge of spelling rules to correct spelling in final drafts

Cluster: Knowledge of Language

CCSS: **CC.11-12.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

Grade: 11-12 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 11-12	GD: 0	KY.11-12.R.D.SC.3 Students will evaluate what is read, based on the author's purpose, message, word choice, sentence variety, content, style, tone or use of literary elements
MG: 11-12	GD: 0	KY.11-12.R.D.SC.6 Students will analyze the effectiveness of literary devices or figurative language in evoking what the author intended (e.g., picturing a setting, predicting a consequence, establishing a mood or feeling)
MG: 11-12	GD: 0	KY.11-12.R.F.SC.5 Students will investigate the meanings of words and their possible effect(s) on the perceptions and behavior of people
MG: 11-12	GD: 0	KY.11-12.W.C.SC.9 Students will use and sustain suitable voice or tone
MG: 11-12	GD: 0	KY.11-12.W.WC.SC.1 Students will choose precise and descriptive language for clarity, richness and/or its effect on the reader (words with multiple meanings, words that imply different shades of meaning, words with literal and non-literal meanings, foreign words/phrases, strong nouns and verbs, concrete and sensory details, figurative language - metaphors, paradox, allusion, hyperbole)
MG: 11-12	GD: 0	KY.11-12.W.WC.SC.2 Students will use specialized content vocabulary and words used for specific contexts, as needed
MG: 11-12	GD: 0	KY.11-12.W.WC.SC.4 Students will apply non-standard and/or unconventional language (e.g., dialects) for intended effect appropriate to purpose
MG: 9-12	GD: 2	KY.9-12.R.F.EU.3 Students will understand that many words have multiple meanings. Knowledge of syntax/language structure, semantics/meaning, context cues, and the use of resources can help in identifying the intended meaning of words and phrases as they are used in text.

Cluster: Knowledge of Language

CCSS: **CC.11-12.L.3.a Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.**

Grade: 11-12 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 9-10	GD: 2	KY.9-10.W.WC.SC.6 Students will use print and electronic resources (e.g., word processing, thesaurus, stylebooks) to adhere to standard guidelines for grammar, usage and mechanics
MG: 9-12	GD: 2	KY.9-12.R.D.EU.3 Students will understand that determining the usefulness of text for a specific purpose, evaluating language and textual elements, and analyzing the author's style are all ways to critically examine texts.
MG: 9-12	GD: 2	KY.9-12.R.F.EU.3 Students will understand that many words have multiple meanings. Knowledge of syntax/language structure, semantics/meaning, context cues, and the use of resources can help in identifying the intended meaning of words and phrases as they are used in text.

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.11-12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**

Grade: 11-12 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 11-12	GD: 0	KY.11-12.R.F.SC.3 Students will use a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies to determine pronunciations • apply knowledge of synonyms, antonyms, word parts (e.g., roots, affixes, cognates) and nuances of meaning to assist comprehension • interpret the meaning of jargon, dialect, or specialized vocabulary in context • interpret and explain literal and non-literal meanings of words or phrases, analogies, idioms, and literary and classical allusions based on context • analyze words and ideas in terms of categories, functions, or features • scan to find specific key information; skim to get the general meaning of a passage
MG: 11-12	GD: 0	KY.11-12.R.F.SC.5 Students will investigate the meanings of words and their possible effect(s) on the perceptions and behavior of people
MG: 11-12	GD: 0	KY.11-12.R.U.SC.3 Students will explain the meaning of concrete or abstract terms, based on the context (e.g., "loaded" words, connotation, denotation)
MG: 9-12	GD: 2	KY.9-12.R.F.EU.2 Students will understand that developing breadth of vocabulary dramatically improves reading comprehension and involves applying knowledge of word meanings and word relationships. The larger the reader's vocabulary, the easier it is to make sense of text.
MG: 9-12	GD: 2	KY.9-12.R.F.EU.3 Students will understand that many words have multiple meanings. Knowledge of syntax/language structure, semantics/meaning, context cues, and the use of resources can help in identifying the intended meaning of words and phrases as they are used in text.

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.11-12.L.4.a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.**

Grade: 11-12 DM: 3 = Excellent match between the two documents

Strand: LANGUAGE Notes:

MG: 11-12	GD: 0	KY.11-12.R.F.SC.1 Students will apply context and self-correction strategies while reading
MG: 11-12	GD: 0	KY.11-12.R.F.SC.3 Students will use a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies to determine pronunciations • apply knowledge of synonyms, antonyms, word parts (e.g., roots, affixes, cognates) and nuances of meaning to assist comprehension • interpret the meaning of jargon, dialect, or specialized vocabulary in context • interpret and explain literal and non-literal meanings of words or phrases, analogies, idioms, and literary and classical allusions based on context • analyze words and ideas in terms of categories, functions, or features • scan to find specific key information; skim to get the general meaning of a passage
MG: 11-12	GD: 0	KY.11-12.R.U.SC.3 Students will explain the meaning of concrete or abstract terms, based on the context (e.g., "loaded" words, connotation, denotation)
MG: 9-12	GD: 2	KY.9-12.R.F.EU.2 Students will understand that developing breadth of vocabulary dramatically improves reading comprehension and involves applying knowledge of word meanings and word relationships. The larger the reader's vocabulary, the easier it is to make sense of text.
MG: 9-12	GD: 2	KY.9-12.R.F.EU.3 Students will understand that many words have multiple meanings. Knowledge of syntax/language structure, semantics/meaning, context cues, and the use of resources can help in identifying the intended meaning of words and phrases as they are used in text.

MG: 9-12 GD: 2 KY.9-12.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.11-12.L.4.b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).**

Grade: 11-12 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: 11-12 GD: 0 KY.11-12.R.F.SC.3 Students will use a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies to determine pronunciations • apply knowledge of synonyms, antonyms, word parts (e.g., roots, affixes, cognates) and nuances of meaning to assist comprehension • interpret the meaning of jargon, dialect, or specialized vocabulary in context • interpret and explain literal and non-literal meanings of words or phrases, analogies, idioms, and literary and classical allusions based on context • analyze words and ideas in terms of categories, functions, or features • scan to find specific key information; skim to get the general meaning of a passage

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.11-12.L.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.**

Grade: 11-12 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: 11-12 GD: 0 KY.11-12.W.WC.SC.6 Students will use print and electronic resources (e.g., word processing, thesaurus) to adhere to standard guidelines for grammar, usage and mechanics

MG: 9-12 GD: 2 KY.9-12.R.F.EU.3 Students will understand that many words have multiple meanings. Knowledge of syntax/language structure, semantics/meaning, context cues, and the use of resources can help in identifying the intended meaning of words and phrases as they are used in text.

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.11-12.L.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).**

Grade: 11-12 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: 11-12 GD: 0 KY.11-12.R.F.SC.3 Students will use a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies to determine pronunciations • apply knowledge of synonyms, antonyms, word parts (e.g., roots, affixes, cognates) and nuances of meaning to assist comprehension • interpret the meaning of jargon, dialect, or specialized vocabulary in context • interpret and explain literal and non-literal meanings of words or phrases, analogies, idioms, and literary and classical allusions based on context • analyze words and ideas in terms of categories, functions, or features • scan to find specific key information; skim to get the general meaning of a passage

MG: 11-12 GD: 0 KY.11-12.R.F.SC.5 Students will investigate the meanings of words and their possible effect(s) on the perceptions and behavior of people

MG: 11-12 GD: 0 KY.11-12.W.WC.SC.6 Students will use print and electronic resources (e.g., word processing, thesaurus) to adhere to standard guidelines for grammar, usage and mechanics

MG: 9-12	GD: 2	KY.9-12.R.F.EU.3 Students will understand that many words have multiple meanings. Knowledge of syntax/language structure, semantics/meaning, context cues, and the use of resources can help in identifying the intended meaning of words and phrases as they are used in text.

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.11-12.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

Grade: 11-12 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: 11-12	GD: 0	KY.11-12.R.D.SC.3 Students will evaluate what is read, based on the author's purpose, message, word choice, sentence variety, content, style, tone or use of literary elements
MG: 11-12	GD: 0	KY.11-12.R.F.SC.4 Students will describe the influence of historical events on the development of the English language
MG: 11-12	GD: 0	KY.11-12.R.U.SC.3 Students will explain the meaning of concrete or abstract terms, based on the context (e.g., "loaded" words, connotation, denotation)
MG: 9-12	GD: 2	KY.9-12.R.F.EU.3 Students will understand that many words have multiple meanings. Knowledge of syntax/language structure, semantics/meaning, context cues, and the use of resources can help in identifying the intended meaning of words and phrases as they are used in text.

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.11-12.L.5.a Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.**

Grade: 11-12 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: 11-12	GD: 0	KY.11-12.R.D.SC.6 Students will analyze the effectiveness of literary devices or figurative language in evoking what the author intended (e.g., picturing a setting, predicting a consequence, establishing a mood or feeling)
MG: 9-12	GD: 2	KY.9-12.SLO.EU.3 Students will understand that language usage is related to successful communication; language patterns and vocabulary transmit culture and affect meaning.

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.11-12.L.5.b Analyze nuances in the meaning of words with similar denotations.**

Grade: 11-12 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: 11-12	GD: 0	KY.11-12.R.U.SC.3 Students will explain the meaning of concrete or abstract terms, based on the context (e.g., "loaded" words, connotation, denotation)
MG: 9-12	GD: 2	KY.9-12.R.F.EU.3 Students will understand that many words have multiple meanings. Knowledge of syntax/language structure, semantics/meaning, context cues, and the use of resources can help in identifying the intended meaning of words and phrases as they are used in text.

Cluster: Vocabulary Acquisition and Use

CCSS: **CC.11-12.L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

Grade: 11-12 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: LANGUAGE Notes:

MG: 11-12	GD: 0	KY.11-12.R.F.SC.4 Students will describe the influence of historical events on the development of the English language
MG: 11-12	GD: 0	KY.11-12.SLO.SC.2 In formal speaking situations, students will apply delivery techniques: • both verbal (e.g., tone, volume, rate, articulation, inflection, pacing) and nonverbal (e.g., gestures, facial expressions and eye contact) • avoid distracting delivery behaviors (e.g. excessive verbal pauses, fidgeting) • use language appropriate to audience; use specialized content vocabulary as needed • adhere to standard guidelines for grammar, usage, mechanics or use non-standard language for effect when appropriate (e.g., word plays, common figures of speech) • choose language for its effect on the audience (e.g., strong nouns, active verbs, concrete and sensory details, figurative language)
MG: 11-12	GD: 0	KY.11-12.W.WC.SC.2 Students will use specialized content vocabulary and words used for specific contexts, as needed
MG: 9-12	GD: 2	KY.9-12.R.F.EU.2 Students will understand that developing breadth of vocabulary dramatically improves reading comprehension and involves applying knowledge of word meanings and word relationships. The larger the reader's vocabulary, the easier it is to make sense of text.
MG: 9-12	GD: 2	KY.9-12.SLO.EU.3 Students will understand that language usage is related to successful communication; language patterns and vocabulary transmit culture and affect meaning.
MG: 9-12	GD: 2	KY.9-12.W.WC.EU.1 Students will understand that writers need to choose their language with care, depending on the content, purpose and audience.

Cluster: Print Concepts

CCSS: **CC.K.R.F.1 Demonstrate understanding of the organization and basic features of print.**

Grade: K DM: 3 = Excellent match between the two documents

Strand: READING: FOUNDATIONS Notes:

MG: K-3 GD: 0 to -3 KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs

Cluster: Print Concepts

CCSS: **CC.K.R.F.1.a Follow words from left to right, top to bottom, and page by page.**

Grade: K DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: FOUNDATIONS Notes:

MG: K-3 GD: 0 to -3 KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs

Cluster: Print Concepts

CCSS: **CC.K.R.F.1.b Recognize that spoken words are represented in written language by specific sequences of letters.**

Grade: K DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: READING: FOUNDATIONS Notes:

MG: K-3 GD: 0 to -3 KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs

Cluster: Print Concepts

CCSS: **CC.K.R.F.1.c Understand that words are separated by spaces in print.**

Grade: K DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: READING: FOUNDATIONS Notes:

MG: K-3 GD: 0 to -3 KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs

Cluster: Print Concepts

CCSS: **CC.K.R.F.1.d Recognize and name all upper- and lowercase letters of the alphabet.**

Grade: K DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: READING: FOUNDATIONS Notes:

MG: K-3 GD: 0 to -3 KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs

Cluster: Phonological Awareness

CCSS: **CC.K.R.F.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**

Grade: K DM: 3 = Excellent match between the two documents

Strand: READING: FOUNDATIONS Notes:

MG: K-3 GD: 0 to -3 KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs

MG: K-3 GD: 0 to -3 KY.K-3.R.F.SC.4 Students will use a variety of reading strategies to understand words, word meanings, and texts to develop breadth of vocabulary: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • use context clues to identify the correct meaning as the word is used • apply knowledge of synonyms, antonyms, homonyms/homophones, or compound words to assist comprehension • apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • organize words by categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows)

Cluster: Phonological Awareness

CCSS: **CC.K.R.F.2.a Recognize and produce rhyming words.**

Grade: K DM: 3 = Excellent match between the two documents

Strand: READING: FOUNDATIONS Notes:

MG: K-3 GD: 0 to -3 KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs

Cluster: Phonological Awareness

CCSS: **CC.K.R.F.2.b Count, pronounce, blend, and segment syllables in spoken words.**

Grade: K DM: 3 = Excellent match between the two documents

Strand: READING: FOUNDATIONS Notes:

MG: K-3 GD: 0 to -3 KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs

Cluster: Phonological Awareness

CCSS: **CC.K.R.F.2.c Blend and segment onsets and rimes of single-syllable spoken words.**

Grade: K DM: 3 = Excellent match between the two documents

Strand: READING: FOUNDATIONS Notes:

MG: K-3 GD: 0 to -3 KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs

Cluster: Phonological Awareness

CCSS: **CC.K.R.F.2.d d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.*(This does not include CVCs ending with /l/, /r/,or /x/.)**

Grade: K DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: FOUNDATIONS Notes: CCSS is more detailed

MG: K-3 GD: 0 to -3 KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs

Cluster: Phonological Awareness

CCSS: **CC.K.R.F.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.**

Grade: K DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: FOUNDATIONS Notes:

MG: K-3 GD: 0 to -3 KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs

Cluster: Phonics and Word Recognition

CCSS: **CC.K.R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.**

Grade: K DM: 3 = Excellent match between the two documents

Strand: READING: FOUNDATIONS Notes:

MG: K-3 GD: 0 to -3 KY.K-3.R.F.EU.1 Students understand that knowing how letters are linked to sounds to form letter-sound correspondence and spelling patterns can help determine unfamiliar words while reading.

MG: K-3 GD: 0 to -3 KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs

MG: K-3 GD: 0 to -3 KY.K-3.R.F.SC.4 Students will use a variety of reading strategies to understand words, word meanings, and texts to develop breadth of vocabulary: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • use context clues to identify the correct meaning as the word is used • apply knowledge of synonyms, antonyms, homonyms/homophones, or compound words to assist comprehension • apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • organize words by categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows)

Cluster: Phonics and Word Recognition

CCSS: **CC.K.R.F.3.a Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.**

Grade: K DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: FOUNDATIONS Notes: CCSS more detailed

MG: K-3 GD: 0 to -3 KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs

Cluster: Phonics and Word Recognition

CCSS: **CC.K.R.F.3.b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.**

Grade: K DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: FOUNDATIONS Notes:

MG: K-3 GD: 0 to -3 KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs

Cluster: Phonics and Word Recognition

CCSS: **CC.K.R.F.3.c Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).**

Grade: K DM: 3 = Excellent match between the two documents

Strand: READING: FOUNDATIONS Notes:

MG: K-3 GD: 0 to -3 KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs

Cluster: Phonics and Word Recognition

CCSS: **CC.K.R.F.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.**

Grade: K DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: READING: FOUNDATIONS Notes:

MG: K-3 GD: 0 to -3 KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs

Cluster:

CCSS: **CC.K.R.F.4 Read emergent-reader texts with purpose and understanding.**

Grade: K DM: 3 = Excellent match between the two documents

Strand: READING: FOUNDATIONS Notes:

MG: K-3 GD: 0 to -3 KY.K-3.R.F.EU.2 Students understand that fluency involves reading orally and silently with speed, accuracy, proper phrasing and expression while attending to text features (e.g., punctuation, italics).

MG: K-3	GD: 0 to -3	KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs
MG: K-3	GD: 0 to -3	KY.K-3.R.F.SC.2 Students will apply context and self-correction strategies while reading (e.g., using pictures, syntax, predictive language to predict upcoming words and text, monitoring own reading, self-correcting, confirming meaning, adjusting pace of reading or rereading to acquire meaning, previewing text selections)
MG: K-3	GD: 0 to -3	KY.K-3.R.F.SC.3 Students will read grade-appropriate material - orally and silently - with accuracy and fluency
MG: K-3	GD: 0 to -3	KY.K-3.R.F.SC.4 Students will use a variety of reading strategies to understand words, word meanings, and texts to develop breadth of vocabulary: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • use context clues to identify the correct meaning as the word is used • apply knowledge of synonyms, antonyms, homonyms/homophones, or compound words to assist comprehension • apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • organize words by categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows)

Cluster: Print Concepts

CCSS: **CC.1.R.F.1 Demonstrate understanding of the organization and basic features of print.**

Grade: 1 DM: 3 = Excellent match between the two documents

Strand: READING: FOUNDATIONS Notes:

MG: K-3	GD: 1 to -2	KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs
MG: K-3	GD: 1 to -2	KY.K-3.W.WC.EU.4 Students will understand that writers need to use correct spelling, punctuation and capitalization.

Cluster: Print Concepts

CCSS: **CC.1.R.F.1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).**

Grade: 1 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: FOUNDATIONS Notes:

MG: K-3	GD: 1 to -2	KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs
MG: K-3	GD: 1 to -2	KY.K-3.W.WC.EU.4 Students will understand that writers need to use correct spelling, punctuation and capitalization.

Cluster: Phonological Awareness

CCSS: **CC.1.R.F.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**

Grade: 1 DM: 3 = Excellent match between the two documents

Strand: READING: FOUNDATIONS Notes:

MG: 4	GD: -3	KY.4.R.F.SC.4 Students will se a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, compound words, or differences in meaning to assist comprehension • identify syllables and parts of words (e.g., prefixes, suffixes, base words); apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • describe words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information (e.g., dates, places); skim to get the general meaning of a passage
MG: K-3	GD: 1 to -2	KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs

Cluster: Phonological Awareness

CCSS: **CC.1.R.F.2.a Distinguish long from short vowel sounds in spoken single-syllable words .**

Grade: 1 DM: 3 = Excellent match between the two documents

Strand: READING: FOUNDATIONS Notes:

MG: K-3	GD: 1 to -2	KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs

Cluster: Phonological Awareness

CCSS: **CC.1.R.F.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.**

Grade: 1 DM: 3 = Excellent match between the two documents

Strand: READING: FOUNDATIONS Notes:

MG: K-3 GD: 1 to -2 KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs

Cluster: Phonological Awareness

CCSS: **CC.1.R.F.2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.**

Grade: 1 DM: 3 = Excellent match between the two documents

Strand: READING: FOUNDATIONS Notes:

MG: K-3 GD: 1 to -2 KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs

Cluster: Phonological Awareness

CCSS: **CC.1.R.F.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).**

Grade: 1 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: FOUNDATIONS Notes:

MG: K-3 GD: 1 to -2 KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs

Cluster: Phonics and Word Recognition

CCSS: **CC.1.R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.**

Grade: 1 DM: 3 = Excellent match between the two documents

Strand: READING: FOUNDATIONS Notes:

MG: K-3 GD: 1 to -2 KY.K-3.R.F.EU.1 Students understand that knowing how letters are linked to sounds to form letter-sound correspondence and spelling patterns can help determine unfamiliar words while reading.

MG: K-3 GD: 1 to -2 KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs

MG: K-3 GD: 1 to -2 KY.K-3.R.F.SC.4 Students will use a variety of reading strategies to understand words, word meanings, and texts to develop breadth of vocabulary: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • use context clues to identify the correct meaning as the word is used • apply knowledge of synonyms, antonyms, homonyms/homophones, or compound words to assist comprehension • apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • organize words by categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows)

Cluster: Phonics and Word Recognition

CCSS: **CC.1.R.F.3.a Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).**

Grade: 1 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: FOUNDATIONS Notes:

MG: K-3 GD: 1 to -2 KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs

Cluster: Phonics and Word Recognition

CCSS: **CC.1.R.F.3.b Decode regularly spelled one-syllable words.**

Grade: 1 DM: 3 = Excellent match between the two documents

Strand: READING: FOUNDATIONS Notes:

MG: K-3 GD: 1 to -2 KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs

Cluster: Phonics and Word Recognition

CCSS: **CC.1.R.F.3.c Know final -e and common vowel team conventions for representing long vowel sounds.**

Grade: 1 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: FOUNDATIONS Notes:

MG: K-3 GD: 1 to -2 KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs

Cluster: Phonics and Word Recognition

CCSS: **CC.1.R.F.3.d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.**

Grade: 1 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: FOUNDATIONS Notes:

MG: K-3 GD: 1 to -2 KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs

Cluster: Phonics and Word Recognition

CCSS: **CC.1.R.F.3.e Decode two-syllable words following basic patterns by breaking the words into syllables.**

Grade: 1 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: FOUNDATIONS Notes:

MG: K-3 GD: 1 to -2 KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs

Cluster: Phonics and Word Recognition

CCSS: **CC.1.R.F.3.f Read words with inflectional endings.**

Grade: 1 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: FOUNDATIONS Notes:

MG: K-3 GD: 1 to -2 KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs

Cluster: Phonics and Word Recognition

CCSS: **CC.1.R.F.3.g Recognize and read grade-appropriate irregularly spelled words.**

Grade: 1 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: FOUNDATIONS Notes:

MG: K-3 GD: 1 to -2 KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs

Cluster:

CCSS: **CC.1.R.F.4 Read with sufficient accuracy and fluency to support comprehension.**

Grade: 1 DM: 3 = Excellent match between the two documents

Strand: READING: FOUNDATIONS Notes:

MG: K-3 GD: 1 to -2 KY.K-3.R.F.EU.2 Students understand that fluency involves reading orally and silently with speed, accuracy, proper phrasing and expression while attending to text features (e.g., punctuation, italics).

MG: K-3 GD: 1 to -2 KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs

MG: K-3 GD: 1 to -2 KY.K-3.R.F.SC.2 Students will apply context and self-correction strategies while reading (e.g., using pictures, syntax, predictive language to predict upcoming words and text, monitoring own reading, self-correcting, confirming meaning, adjusting pace of reading or rereading to acquire meaning, previewing text selections)

MG: K-3 GD: 1 to -2 KY.K-3.R.F.SC.3 Students will read grade-appropriate material - orally and silently - with accuracy and fluency

MG: K-3 GD: 1 to -2 KY.K-3.R.F.SC.4 Students will use a variety of reading strategies to understand words, word meanings, and texts to develop breadth of vocabulary: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • use context clues to identify the correct meaning as the word is used • apply knowledge of synonyms, antonyms, homonyms/homophones, or compound words to assist comprehension • apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • organize words by categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows)

Cluster:

CCSS: **CC.1.R.F.4.a Read grade-level text with purpose and understanding.**

Grade: 1 DM: 3 = Excellent match between the two documents

Strand: READING: FOUNDATIONS Notes:

MG: K-3	GD: 1 to -2	KY.K-3.R.F.EU.2 Students understand that fluency involves reading orally and silently with speed, accuracy, proper phrasing and expression while attending to text features (e.g., punctuation, italics).
MG: K-3	GD: 1 to -2	KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs
MG: K-3	GD: 1 to -2	KY.K-3.R.F.SC.2 Students will apply context and self-correction strategies while reading (e.g., using pictures, syntax, predictive language to predict upcoming words and text, monitoring own reading, self-correcting, confirming meaning, adjusting pace of reading or rereading to acquire meaning, previewing text selections)
MG: K-3	GD: 1 to -2	KY.K-3.R.F.SC.3 Students will read grade-appropriate material - orally and silently - with accuracy and fluency
MG: K-3	GD: 1 to -2	KY.K-3.R.F.SC.4 Students will use a variety of reading strategies to understand words, word meanings, and texts to develop breadth of vocabulary: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • use context clues to identify the correct meaning as the word is used • apply knowledge of synonyms, antonyms, homonyms/homophones, or compound words to assist comprehension • apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • organize words by categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows)

Cluster:

CCSS: **CC.1.R.F.4.b Read grade-level text orally with accuracy, appropriate rate, and expression.**

Grade: 1 DM: 3 = Excellent match between the two documents

Strand: READING: FOUNDATIONS Notes:

MG: K-3	GD: 1 to -2	KY.K-3.R.F.EU.2 Students understand that fluency involves reading orally and silently with speed, accuracy, proper phrasing and expression while attending to text features (e.g., punctuation, italics).
MG: K-3	GD: 1 to -2	KY.K-3.R.F.SC.3 Students will read grade-appropriate material - orally and silently - with accuracy and fluency

Cluster:

CCSS: **CC.1.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.**

Grade: 1 DM: 3 = Excellent match between the two documents

Strand: READING: FOUNDATIONS Notes:

MG: K-3	GD: 1 to -2	KY.K-3.R.F.EU.4 Students understand that many words have multiple meanings. Knowledge of syntax/language structure, semantics/meaning, context cues, and the use of resources can help in identifying the intended meaning of words and phrases as they are used in text.
MG: K-3	GD: 1 to -2	KY.K-3.R.F.SC.2 Students will apply context and self-correction strategies while reading (e.g., using pictures, syntax, predictive language to predict upcoming words and text, monitoring own reading, self-correcting, confirming meaning, adjusting pace of reading or rereading to acquire meaning, previewing text selections)
MG: K-3	GD: 1 to -2	KY.K-3.R.F.SC.4 Students will use a variety of reading strategies to understand words, word meanings, and texts to develop breadth of vocabulary: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • use context clues to identify the correct meaning as the word is used • apply knowledge of synonyms, antonyms, homonyms/homophones, or compound words to assist comprehension • apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • organize words by categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows)

Cluster: Phonics and Word Recognition

CCSS: **CC.2.R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.**

Grade: 2 DM: 3 = Excellent match between the two documents

Strand: READING: FOUNDATIONS Notes:

MG: K-3	GD: 2 to -1	KY.K-3.R.F.EU.1 Students understand that knowing how letters are linked to sounds to form letter-sound correspondence and spelling patterns can help determine unfamiliar words while reading.
MG: K-3	GD: 2 to -1	KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs
MG: K-3	GD: 2 to -1	KY.K-3.R.F.SC.4 Students will use a variety of reading strategies to understand words, word meanings, and texts to develop breadth of vocabulary: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • use context clues to identify the correct meaning as the word is used • apply knowledge of synonyms, antonyms, homonyms/homophones, or compound words to assist comprehension • apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • organize words by categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows)

Cluster: Phonics and Word Recognition

CCSS: **CC.2.R.F.3.a Distinguish long and short vowels when reading regularly spelled one-syllable words.**

Grade: 2 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: FOUNDATIONS Notes:

MG: K-3	GD: 2 to -1	KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs

Cluster: Phonics and Word Recognition

CCSS: **CC.2.R.F.3.b Know spelling-sound correspondences for additional common vowel teams.**

Grade: 2 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: FOUNDATIONS Notes:

MG: K-3 GD: 2 to -1 KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs

Cluster: Phonics and Word Recognition

CCSS: **CC.2.R.F.3.c Decode regularly spelled two-syllable words with long vowels.**

Grade: 2 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: FOUNDATIONS Notes:

MG: K-3 GD: 2 to -1 KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs

Cluster: Phonics and Word Recognition

CCSS: **CC.2.R.F.3.d Decode words with common prefixes and suffixes.**

Grade: 2 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: FOUNDATIONS Notes:

MG: K-3 GD: 2 to -1 KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs

MG: K-3 GD: 2 to -1 KY.K-3.R.F.SC.4 Students will use a variety of reading strategies to understand words, word meanings, and texts to develop breadth of vocabulary: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • use context clues to identify the correct meaning as the word is used • apply knowledge of synonyms, antonyms, homonyms/homophones, or compound words to assist comprehension • apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • organize words by categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows)

Cluster: Phonics and Word Recognition

CCSS: **CC.2.R.F.3.e Identify words with inconsistent but common spelling-sound correspondences.**

Grade: 2 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: FOUNDATIONS Notes:

MG: K-3 GD: 2 to -1 KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs

Cluster: Phonics and Word Recognition

CCSS: **CC.2.R.F.3.f Recognize and read grade-appropriate irregularly spelled words.**

Grade: 2 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: FOUNDATIONS Notes:

MG: K-3	GD: 2 to -1	KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs

Cluster:

CCSS: **CC.2.R.F.4 Read with sufficient accuracy and fluency to support comprehension.**

Grade: 2 DM: 3 = Excellent match between the two documents

Strand: READING: FOUNDATIONS Notes:

MG: K-3	GD: 2 to -1	KY.K-3.R.F.EU.2 Students understand that fluency involves reading orally and silently with speed, accuracy, proper phrasing and expression while attending to text features (e.g., punctuation, italics).
MG: K-3	GD: 2 to -1	KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs
MG: K-3	GD: 2 to -1	KY.K-3.R.F.SC.2 Students will apply context and self-correction strategies while reading (e.g., using pictures, syntax, predictive language to predict upcoming words and text, monitoring own reading, self-correcting, confirming meaning, adjusting pace of reading or rereading to acquire meaning, previewing text selections)
MG: K-3	GD: 2 to -1	KY.K-3.R.F.SC.3 Students will read grade-appropriate material - orally and silently - with accuracy and fluency
MG: K-3	GD: 2 to -1	KY.K-3.R.F.SC.4 Students will use a variety of reading strategies to understand words, word meanings, and texts to develop breadth of vocabulary: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • use context clues to identify the correct meaning as the word is used • apply knowledge of synonyms, antonyms, homonyms/homophones, or compound words to assist comprehension • apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • organize words by categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows)

Cluster:

CCSS: **CC.2.R.F.4.a Read grade-level text with purpose and understanding.**

Grade: 2 DM: 3 = Excellent match between the two documents

Strand: READING: FOUNDATIONS Notes:

MG: K-3	GD: 2 to -1	KY.K-3.R.F.EU.2 Students understand that fluency involves reading orally and silently with speed, accuracy, proper phrasing and expression while attending to text features (e.g., punctuation, italics).
MG: K-3	GD: 2 to -1	KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs
MG: K-3	GD: 2 to -1	KY.K-3.R.F.SC.2 Students will apply context and self-correction strategies while reading (e.g., using pictures, syntax, predictive language to predict upcoming words and text, monitoring own reading, self-correcting, confirming meaning, adjusting pace of reading or rereading to acquire meaning, previewing text selections)
MG: K-3	GD: 2 to -1	KY.K-3.R.F.SC.3 Students will read grade-appropriate material - orally and silently - with accuracy and fluency
MG: K-3	GD: 2 to -1	KY.K-3.R.F.SC.4 Students will use a variety of reading strategies to understand words, word meanings, and texts to develop breadth of vocabulary: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • use context clues to identify the correct meaning as the word is used • apply knowledge of synonyms, antonyms, homonyms/homophones, or compound words to assist comprehension • apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • organize words by categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows)

Cluster:

CCSS: **CC.2.R.F.4.b Read grade-level text orally with accuracy, appropriate rate, and expression.**

Grade: 2 DM: 3 = Excellent match between the two documents

Strand: READING: FOUNDATIONS Notes:

MG: K-3	GD: 2 to -1	KY.K-3.R.F.EU.2 Students understand that fluency involves reading orally and silently with speed, accuracy, proper phrasing and expression while attending to text features (e.g., punctuation, italics).
MG: K-3	GD: 2 to -1	KY.K-3.R.F.SC.3 Students will read grade-appropriate material - orally and silently - with accuracy and fluency

Cluster:

CCSS: **CC.2.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.**

Grade: 2 DM: 3 = Excellent match between the two documents

Strand: READING: FOUNDATIONS Notes:

MG: K-3	GD: 2 to -1	KY.K-3.R.F.EU.4 Students understand that many words have multiple meanings. Knowledge of syntax/language structure, semantics/meaning, context cues, and the use of resources can help in identifying the intended meaning of words and phrases as they are used in text.
MG: K-3	GD: 2 to -1	KY.K-3.R.F.SC.2 Students will apply context and self-correction strategies while reading (e.g., using pictures, syntax, predictive language to predict upcoming words and text, monitoring own reading, self-correcting, confirming meaning, adjusting pace of reading or rereading to acquire meaning, previewing text selections)
MG: K-3	GD: 2 to -1	KY.K-3.R.F.SC.4 Students will use a variety of reading strategies to understand words, word meanings, and texts to develop breadth of vocabulary: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • use context clues to identify the correct meaning as the word is used • apply knowledge of synonyms, antonyms, homonyms/homophones, or compound words to assist comprehension • apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • organize words by categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows)

Cluster: Phonics and Word Recognition

CCSS: **CC.3.R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.**

Grade: 3 DM: 3 = Excellent match between the two documents

Strand: READING: FOUNDATIONS Notes: state standard goes beyond CCSS

MG: K-3	GD: 3	KY.K-3.R.F.EU.1 Students understand that knowing how letters are linked to sounds to form letter-sound correspondence and spelling patterns can help determine unfamiliar words while reading.
MG: K-3	GD: 3	KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs
MG: K-3	GD: 3	KY.K-3.R.F.SC.4 Students will use a variety of reading strategies to understand words, word meanings, and texts to develop breadth of vocabulary: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • use context clues to identify the correct meaning as the word is used • apply knowledge of synonyms, antonyms, homonyms/homophones, or compound words to assist comprehension • apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • organize words by categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows)

Cluster: Phonics and Word Recognition

CCSS: **CC.3.R.F.3.a Identify and know the meaning of the most common prefixes and derivational suffixes.**

Grade: 3 DM: 3 = Excellent match between the two documents

Strand: READING: FOUNDATIONS Notes: state standard goes beyond CCSS

MG: K-3	GD: 3	KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs

MG: K-3 GD: 3 KY.K-3.R.F.SC.4 Students will use a variety of reading strategies to understand words, word meanings, and texts to develop breadth of vocabulary: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • use context clues to identify the correct meaning as the word is used • apply knowledge of synonyms, antonyms, homonyms/homophones, or compound words to assist comprehension • apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • organize words by categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows)

Cluster: Phonics and Word Recognition

CCSS: **CC.3.R.F.3.b Decode words with common Latin suffixes.**

Grade: 3 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: FOUNDATIONS Notes: state standard goes beyond CCSS

MG: K-3 GD: 3 KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs

MG: K-3 GD: 3 KY.K-3.R.F.SC.4 Students will use a variety of reading strategies to understand words, word meanings, and texts to develop breadth of vocabulary: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • use context clues to identify the correct meaning as the word is used • apply knowledge of synonyms, antonyms, homonyms/homophones, or compound words to assist comprehension • apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • organize words by categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows)

Cluster: Phonics and Word Recognition

CCSS: **CC.3.R.F.3.c Decode multisyllable words.**

Grade: 3 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: FOUNDATIONS Notes: state standard goes beyond CCSS

MG: K-3 GD: 3 KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs

Cluster: Phonics and Word Recognition

CCSS: **CC.3.R.F.3.d Read grade-appropriate irregularly spelled words.**

Grade: 3 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: FOUNDATIONS Notes: state standard goes beyond CCSS

MG: K-3	GD: 3	KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs

Cluster: Fluency

CCSS: **CC.3.R.F.4 Read with sufficient accuracy and fluency to support comprehension.**

Grade: 3 DM: 3 = Excellent match between the two documents

Strand: READING: FOUNDATIONS Notes:

MG: K-3	GD: 3	KY.K-3.R.F.EU.2 Students understand that fluency involves reading orally and silently with speed, accuracy, proper phrasing and expression while attending to text features (e.g., punctuation, italics).
MG: K-3	GD: 3	KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs
MG: K-3	GD: 3	KY.K-3.R.F.SC.2 Students will apply context and self-correction strategies while reading (e.g., using pictures, syntax, predictive language to predict upcoming words and text, monitoring own reading, self-correcting, confirming meaning, adjusting pace of reading or rereading to acquire meaning, previewing text selections)
MG: K-3	GD: 3	KY.K-3.R.F.SC.3 Students will read grade-appropriate material - orally and silently - with accuracy and fluency
MG: K-3	GD: 3	KY.K-3.R.F.SC.4 Students will use a variety of reading strategies to understand words, word meanings, and texts to develop breadth of vocabulary: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • use context clues to identify the correct meaning as the word is used • apply knowledge of synonyms, antonyms, homonyms/homophones, or compound words to assist comprehension • apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • organize words by categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows)

Cluster: Fluency

CCSS: **CC.3.R.F.4.a Read grade-level text with purpose and understanding.**

Grade: 3 DM: 3 = Excellent match between the two documents

Strand: READING: FOUNDATIONS Notes: state standard goes beyond CCSS

MG: K-3	GD: 3	KY.K-3.R.F.EU.2 Students understand that fluency involves reading orally and silently with speed, accuracy, proper phrasing and expression while attending to text features (e.g., punctuation, italics).
MG: K-3	GD: 3	KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs
MG: K-3	GD: 3	KY.K-3.R.F.SC.2 Students will apply context and self-correction strategies while reading (e.g., using pictures, syntax, predictive language to predict upcoming words and text, monitoring own reading, self-correcting, confirming meaning, adjusting pace of reading or rereading to acquire meaning, previewing text selections)
MG: K-3	GD: 3	KY.K-3.R.F.SC.3 Students will read grade-appropriate material - orally and silently - with accuracy and fluency
MG: K-3	GD: 3	KY.K-3.R.F.SC.4 Students will use a variety of reading strategies to understand words, word meanings, and texts to develop breadth of vocabulary: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • use context clues to identify the correct meaning as the word is used • apply knowledge of synonyms, antonyms, homonyms/homophones, or compound words to assist comprehension • apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • organize words by categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows)

Cluster: Fluency

CCSS: **CC.3.R.F.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.**

Grade: 3 DM: 3 = Excellent match between the two documents

Strand: READING: FOUNDATIONS Notes: State standard goes beyond CCSS

MG: K-3	GD: 3	KY.K-3.R.F.EU.2 Students understand that fluency involves reading orally and silently with speed, accuracy, proper phrasing and expression while attending to text features (e.g., punctuation, italics).
MG: K-3	GD: 3	KY.K-3.R.F.SC.3 Students will read grade-appropriate material - orally and silently - with accuracy and fluency

Cluster: Fluency

CCSS: **CC.3.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.**

Grade: 3 DM: 3 = Excellent match between the two documents

Strand: READING: FOUNDATIONS Notes: state standard goes beyond CCSS

MG: K-3	GD: 3	KY.K-3.R.F.EU.4 Students understand that many words have multiple meanings. Knowledge of syntax/language structure, semantics/meaning, context cues, and the use of resources can help in identifying the intended meaning of words and phrases as they are used in text.
MG: K-3	GD: 3	KY.K-3.R.F.SC.2 Students will apply context and self-correction strategies while reading (e.g., using pictures, syntax, predictive language to predict upcoming words and text, monitoring own reading, self-correcting, confirming meaning, adjusting pace of reading or rereading to acquire meaning, previewing text selections)
MG: K-3	GD: 3	KY.K-3.R.F.SC.4 Students will use a variety of reading strategies to understand words, word meanings, and texts to develop breadth of vocabulary: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • use context clues to identify the correct meaning as the word is used • apply knowledge of synonyms, antonyms, homonyms/homophones, or compound words to assist comprehension • apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • organize words by categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows)

Cluster: Phonics and Word Recognition

CCSS: **CC.4.R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.**

Grade: 4 DM: 3 = Excellent match between the two documents

Strand: READING: FOUNDATIONS Notes:

MG: 4	GD: 0	KY.4.R.F.SC.4 Students will se a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, compound words, or differences in meaning to assist comprehension • identify syllables and parts of words (e.g., prefixes, suffixes, base words); apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • describe words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information (e.g., dates, places); skim to get the general meaning of a passage

Cluster: Phonics and Word Recognition

CCSS: **CC.4.R.F.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.**

Grade: 4 DM: 3 = Excellent match between the two documents

Strand: READING: FOUNDATIONS Notes:

MG: 4	GD: 0	KY.4.R.F.EU.1 Students will understand that knowing how to apply phonetic principles, context clues, structural analysis, and spelling patterns can help determine unfamiliar words while reading.
MG: 4	GD: 0	KY.4.R.F.SC.4 Students will se a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, compound words, or differences in meaning to assist comprehension • identify syllables and parts of words (e.g., prefixes, suffixes, base words); apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • describe words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information (e.g., dates, places); skim to get the general meaning of a passage
MG: K-3	GD: 4 to 1	KY.K-3.R.F.EU.1 Students understand that knowing how letters are linked to sounds to form letter-sound correspondence and spelling patterns can help determine unfamiliar words while reading.
MG: K-3	GD: 4 to 1	KY.K-3.R.U.SC.5 Students will identify unfamiliar words and specialized vocabulary

Cluster: Fluency

CCSS: **CC.4.R.F.4 Read with sufficient accuracy and fluency to support comprehension.**

Grade: 4 DM: 3 = Excellent match between the two documents

Strand: READING: FOUNDATIONS Notes:

MG: 4	GD: 0	KY.4.R.F.EU.2 Students will understand that fluency involves reading orally and silently with speed, accuracy, and proper phrasing and expression, while attending to text features (e.g., punctuation, italics).
MG: 4	GD: 0	KY.4.R.F.SC.3 Students will read grade-appropriate material--orally and silently--with accuracy and fluency

Cluster: Fluency

CCSS: **CC.4.R.F.4.a Read grade-level text with purpose and understanding.**

Grade: 4 DM: 3 = Excellent match between the two documents

Strand: READING: FOUNDATIONS Notes:

MG: 4	GD: 0	KY.4.R.F.SC.3 Students will read grade-appropriate material--orally and silently--with accuracy and fluency
MG: 5	GD: -1	KY.5.R.F.SC.4 Students will use a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, compound words, or differences in meaning to assist comprehension • identify syllables and parts of words (e.g., prefixes, suffixes, base words) and apply the meanings to comprehend unfamiliar words • describe words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information (e.g., dates, places); skim to get the general meaning of a passage

Cluster: Fluency

CCSS: **CC.4.R.F.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.**

Grade: 4 DM: 3 = Excellent match between the two documents

Strand: READING: FOUNDATIONS Notes:

MG: 4	GD: 0	KY.4.R.F.SC.1 Students will read high-frequency/grade-appropriate words with automaticity in connected text; read multisyllabic words using knowledge of sounds, word structure, syllable types, and word patterns; and identify the purpose of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of a variety of texts
MG: 4	GD: 0	KY.4.R.F.SC.3 Students will read grade-appropriate material--orally and silently--with accuracy and fluency

Cluster: Fluency

CCSS: **CC.4.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.**

Grade: 4 DM: 3 = Excellent match between the two documents

Strand: READING: FOUNDATIONS Notes:

MG: 4	GD: 0	KY.4.R.F.SC.2 Students will apply context and self-correction strategies while reading
MG: 4	GD: 0	KY.4.R.F.SC.4 Students will se a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, compound words, or differences in meaning to assist comprehension • identify syllables and parts of words (e.g., prefixes, suffixes, base words); apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • describe words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information (e.g., dates, places); skim to get the general meaning of a passage

Cluster: Phonics and Word Recognition

CCSS: **CC.5.R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.**

Grade: 5 DM: 3 = Excellent match between the two documents

Strand: READING: FOUNDATIONS Notes:

MG: 5	GD: 0	KY.5.R.F.SC.4 Students will use a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, compound words, or differences in meaning to assist comprehension • identify syllables and parts of words (e.g., prefixes, suffixes, base words) and apply the meanings to comprehend unfamiliar words • describe words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information (e.g., dates, places); skim to get the general meaning of a passage

Cluster: Phonics and Word Recognition

CCSS: **CC.5.R.F.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.**

Grade: 5 DM: 3 = Excellent match between the two documents

Strand: READING: FOUNDATIONS Notes:

MG: 5	GD: 0	KY.5.R.F.EU.1 Students will understand that knowing how to apply phonetic principles, context clues, structural analysis, and spelling patterns can help determine unfamiliar words while reading.
MG: 5	GD: 0	KY.5.R.F.SC.4 Students will use a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, compound words, or differences in meaning to assist comprehension • identify syllables and parts of words (e.g., prefixes, suffixes, base words) and apply the meanings to comprehend unfamiliar words • describe words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information (e.g., dates, places); skim to get the general meaning of a passage
MG: 5	GD: 0	KY.5.R.U.SC.5 Students will identify meanings of unfamiliar words and specialized vocabulary (words/terms needed to understand content)
MG: K-3	GD: 5 to 2	KY.K-3.R.F.EU.1 Students understand that knowing how letters are linked to sounds to form letter-sound correspondence and spelling patterns can help determine unfamiliar words while reading.

Cluster: Fluency

CCSS: **CC.5.R.F.4 Read with sufficient accuracy and fluency to support comprehension.**

Grade: 5 DM: 3 = Excellent match between the two documents

Strand: READING: FOUNDATIONS Notes:

MG: 5	GD: 0	KY.5.R.F.EU.2 Students will understand that fluency involves reading orally and silently with speed, accuracy, proper phrasing and expression, while attending to text features (e.g., punctuation, italics).
MG: 5	GD: 0	KY.5.R.F.SC.3 Students will read grade-appropriate material --orally and silently --with accuracy and fluency

Cluster: Fluency

CCSS: **CC.5.R.F.4.a Read grade-level text with purpose and understanding.**

Grade: 5 DM: 3 = Excellent match between the two documents

Strand: READING: FOUNDATIONS Notes:

MG: 5	GD: 0	KY.5.R.F.SC.1 Students will read grade-appropriate texts with automaticity; read multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns; and explain the purpose of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of a variety of texts
MG: 5	GD: 0	KY.5.R.F.SC.3 Students will read grade-appropriate material --orally and silently --with accuracy and fluency
MG: 5	GD: 0	KY.5.R.F.SC.4 Students will use a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, compound words, or differences in meaning to assist comprehension • identify syllables and parts of words (e.g., prefixes, suffixes, base words) and apply the meanings to comprehend unfamiliar words • describe words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information (e.g., dates, places); skim to get the general meaning of a passage

Cluster: Fluency

CCSS: **CC.5.R.F.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.**

Grade: 5 DM: 3 = Excellent match between the two documents

Strand: READING: FOUNDATIONS Notes: The CCSS is more specific because it asks the students to read prose and poetry.

MG: 5	GD: 0	KY.5.R.F.SC.1 Students will read grade-appropriate texts with automaticity; read multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns; and explain the purpose of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of a variety of texts
MG: 5	GD: 0	KY.5.R.F.SC.3 Students will read grade-appropriate material --orally and silently --with accuracy and fluency

Cluster: Fluency

CCSS: **CC.5.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.**

Grade: 5 DM: 3 = Excellent match between the two documents

Strand: READING: FOUNDATIONS Notes:

MG: 5	GD: 0	KY.5.R.F.SC.2 Students will apply context and self-correction strategies while reading
MG: 5	GD: 0	KY.5.R.F.SC.4 Students will use a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, compound words, or differences in meaning to assist comprehension • identify syllables and parts of words (e.g., prefixes, suffixes, base words) and apply the meanings to comprehend unfamiliar words • describe words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information (e.g., dates, places); skim to get the general meaning of a passage

Cluster: Key Ideas and Details

CCSS: **CC.K.R.I.1 With prompting and support, ask and answer questions about key details in a text.**

Grade: K DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: READING: INFORMATION Notes: difference in expectation in terms of performance and rigor

MG: K-3	GD: 0 to -3	KY.K-3.R.D.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts (e.g., using prior knowledge, previewing text selections, making predictions, generating questions, constructing sensory images, using text features, making connections, determining importance of information)
MG: K-3	GD: 0 to -3	KY.K-3.R.I.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts (e.g., using prior knowledge, previewing text selections, making predictions, generating questions, constructing sensory images, using text features, making connections, determining importance of information)
MG: K-3	GD: 0 to -3	KY.K-3.R.R.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying and literal questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts
MG: K-3	GD: 0 to -3	KY.K-3.R.U.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying and literal questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts
MG: K-3	GD: 0 to -3	KY.K-3.SLO.SC.6 In informal speaking situations, students will ask and respond to questions as a way to participate in class discussions

Cluster: Key Ideas and Details

CCSS: **CC.K.R.I.2 With prompting and support, identify the main topic and retell key details of a text.**

Grade: K DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: READING: INFORMATION Notes:

MG: K-3	GD: 0 to -3	KY.K-3.R.U.SC.8 Students will demonstrate understanding of structure and features of informational passages/texts: • locate key ideas, facts or details • use information from text to state and support the central/main idea • identify text features (e.g., title, bold print) of different types of informational texts (e.g., lists, recipes, directions, children's magazines, dictionaries) • read and use functional messages encountered in daily life • use information from texts to accomplish a specific task or to answer questions • use text features and visual information (e.g., pictures, maps, charts, graphs, timelines, visual organizers) to understand text
MG: K-3	GD: 0 to -3	KY.K-3.SLO.SC.1 In formal speaking situations, students will create oral presentations that: • are appropriate for the purpose (e.g., to inform, persuade, entertain), audience, context and occasion • use appropriate details to support ideas • maintain a consistent focus • organize ideas in a coherent, meaningful way including an introduction and a conclusion that are appropriate to audience and purpose

Cluster: Key Ideas and Details

CCSS: **CC.K.R.I.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.**

Grade: K DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: READING: INFORMATION Notes:

MG: K-3	GD: 0 to -3	KY.K-3.R.I.SC.5 Students will examine relationships between earlier and later parts of a text and how these parts make sense together

Cluster: Craft and Structure

CCSS: **CC.K.R.I.4 With prompting and support, ask and answer questions about unknown words in a text.**

Grade: K DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: READING: INFORMATION Notes: difference in expectation in terms of performance and rigor

MG: K-3	GD: 0 to -3	KY.K-3.R.D.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts (e.g., using prior knowledge, previewing text selections, making predictions, generating questions, constructing sensory images, using text features, making connections, determining importance of information)
MG: K-3	GD: 0 to -3	KY.K-3.R.F.SC.4 Students will use a variety of reading strategies to understand words, word meanings, and texts to develop breadth of vocabulary: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • use context clues to identify the correct meaning as the word is used • apply knowledge of synonyms, antonyms, homonyms/homophones, or compound words to assist comprehension • apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • organize words by categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows)
MG: K-3	GD: 0 to -3	KY.K-3.R.I.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts (e.g., using prior knowledge, previewing text selections, making predictions, generating questions, constructing sensory images, using text features, making connections, determining importance of information)
MG: K-3	GD: 0 to -3	KY.K-3.R.R.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying and literal questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts
MG: K-3	GD: 0 to -3	KY.K-3.R.U.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying and literal questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts
MG: K-3	GD: 0 to -3	KY.K-3.SLO.SC.6 In informal speaking situations, students will ask and respond to questions as a way to participate in class discussions

Cluster: Craft and Structure

CCSS: **CC.K.R.I.5 Identify the front cover, back cover, and title page of a book.**

Grade: K DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: INFORMATION Notes: "finding key parts of books" is why rated a 2 rather than a 1

MG: K-3	GD: 0 to -3	KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs
MG: K-3	GD: 0 to -3	KY.K-3.R.U.EU.4 Students will understand that different types of texts place different demands on the reader. Understanding text features and structures, and characteristics associated with different genres (including print and non-print) facilitate the reader's ability to make meaning of the text.

Cluster: Integration of Knowledge and Ideas

CCSS: **CC.K.R.I.8 With prompting and support, identify the reasons an author gives to support points in a text.**

Grade: K DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: READING: INFORMATION Notes: difference in student expectation/rigor

MG: K-3	GD: 0 to -3	KY.K-3.R.I.EU.2 Students will understand that references from texts provide evidence to support conclusions, the information presented, or the author's perspective.
MG: K-3	GD: 0 to -3	KY.K-3.R.I.SC.10 Students will demonstrate understanding of informational passages/texts: • distinguish between informative or persuasive passages • identify commonly used persuasive techniques (e.g., emotional appeal, testimonial) • identify an author's opinion • use evidence from the text to state central /main idea and details that support them • use text references to support conclusions based on what is read, for example, an author's opinion about a subject • distinguish between facts and opinions found in texts • identify information in a passage supported by facts

Cluster: Integration of Knowledge and Ideas

CCSS: **CC.K.R.I.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).**

Grade: K DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: INFORMATION Notes:

MG: K-3	GD: 0 to -3	KY.K-3.R.D.SC.5 Students will compare books by the same author, or books about the same theme or topic

Cluster: Range of Reading and Level of Text Complexity

CCSS: **CC.K.R.I.10 Actively engage in group reading activities with purpose and understanding.**

Grade: K DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: READING: INFORMATION Notes:

MG: K-3	GD: 0 to -3	KY.K-3.R.R.SC.7 Students will demonstrate participation in a literate community by sharing and responding to ideas and connections through writing and focused discussions about text
MG: K-3	GD: 0 to -3	KY.K-3.SLO.EU.1 Students will understand that communication, both formal and informal, is an interpretive process that integrates listening, observing, reading, writing and speaking with confidence. Different levels of discourse are appropriate for different contexts, occasions, purposes and audiences.
MG: K-3	GD: 0 to -3	KY.K-3.SLO.EU.2 Students will understand that regardless of the topic, the context or the intended audience, students need to be able to communicate ideas effectively. Effective communication involves verbal and nonverbal techniques to enhance or emphasize content. These techniques aid the listener's ability to interpret the information.
MG: K-3	GD: 0 to -3	KY.K-3.SLO.SC.6 In informal speaking situations, students will ask and respond to questions as a way to participate in class discussions

Cluster: Craft and Structure

CCSS: **CC.K.R.I.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.**

Grade: K DM: Unmatched

Strand: READING: INFORMATION Notes: Unmatched

MG: Unma GD:

Cluster: Integration of Knowledge and Ideas

CCSS: **CC.K.R.I.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).**

Grade: K DM: Unmatched

Strand: READING: INFORMATION Notes: Unmatched

MG: Unma GD:

Cluster: Key Ideas and Details

CCSS: **CC.1.R.I.1 Ask and answer questions about key details in a text.**

Grade: 1 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: INFORMATION Notes: key details not specifically mentioned

MG: K-3	GD: 1 to -2	KY.K-3.R.D.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts (e.g., using prior knowledge, previewing text selections, making predictions, generating questions, constructing sensory images, using text features, making connections, determining importance of information)
MG: K-3	GD: 1 to -2	KY.K-3.R.I.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts (e.g., using prior knowledge, previewing text selections, making predictions, generating questions, constructing sensory images, using text features, making connections, determining importance of information)
MG: K-3	GD: 1 to -2	KY.K-3.R.R.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying and literal questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts
MG: K-3	GD: 1 to -2	KY.K-3.R.U.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying and literal questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts
MG: K-3	GD: 1 to -2	KY.K-3.SLO.SC.6 In informal speaking situations, students will ask and respond to questions as a way to participate in class discussions

Cluster: Key Ideas and Details

CCSS: **CC.1.R.I.2 Identify the main topic and retell key details of a text.**

Grade: 1 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: INFORMATION Notes:

MG: K-3	GD: 1 to -2	KY.K-3.R.U.SC.8 Students will demonstrate understanding of structure and features of informational passages/texts: • locate key ideas, facts or details • use information from text to state and support the central/main idea • identify text features (e.g., title, bold print) of different types of informational texts (e.g., lists, recipes, directions, children's magazines, dictionaries) • read and use functional messages encountered in daily life • use information from texts to accomplish a specific task or to answer questions • use text features and visual information (e.g., pictures, maps, charts, graphs, timelines, visual organizers) to understand text

Cluster: Key Ideas and Details

CCSS: **CC.1.R.I.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.**

Grade: 1 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: READING: INFORMATION Notes:

MG: K-3	GD: 1 to -2	KY.K-3.R.I.SC.5 Students will examine relationships between earlier and later parts of a text and how these parts make sense together

Cluster: Craft and Structure

CCSS: **CC.1.R.I.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.**

Grade: 1 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: INFORMATION Notes:

MG: K-3	GD: 1 to -2	KY.K-3.R.D.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts (e.g., using prior knowledge, previewing text selections, making predictions, generating questions, constructing sensory images, using text features, making connections, determining importance of information)
MG: K-3	GD: 1 to -2	KY.K-3.R.F.SC.4 Students will use a variety of reading strategies to understand words, word meanings, and texts to develop breadth of vocabulary: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • use context clues to identify the correct meaning as the word is used • apply knowledge of synonyms, antonyms, homonyms/homophones, or compound words to assist comprehension • apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • organize words by categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows)
MG: K-3	GD: 1 to -2	KY.K-3.R.I.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts (e.g., using prior knowledge, previewing text selections, making predictions, generating questions, constructing sensory images, using text features, making connections, determining importance of information)
MG: K-3	GD: 1 to -2	KY.K-3.R.R.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying and literal questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts
MG: K-3	GD: 1 to -2	KY.K-3.R.U.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying and literal questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts

Cluster: Craft and Structure

CCSS: **CC.1.R.I.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.**

Grade: 1 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: INFORMATION Notes: electronic menus, icons - this brings the match down to a 2

MG: K-3	GD: 1 to -2	KY.K-3.R.D.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts (e.g., using prior knowledge, previewing text selections, making predictions, generating questions, constructing sensory images, using text features, making connections, determining importance of information)
MG: K-3	GD: 1 to -2	KY.K-3.R.I.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts (e.g., using prior knowledge, previewing text selections, making predictions, generating questions, constructing sensory images, using text features, making connections, determining importance of information)
MG: K-3	GD: 1 to -2	KY.K-3.R.R.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying and literal questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts
MG: K-3	GD: 1 to -2	KY.K-3.R.U.EU.4 Students will understand that different types of texts place different demands on the reader. Understanding text features and structures, and characteristics associated with different genres (including print and non-print) facilitate the reader's ability to make meaning of the text.
MG: K-3	GD: 1 to -2	KY.K-3.R.U.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying and literal questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts

MG: K-3	GD: 1 to -2	KY.K-3.R.U.SC.8 Students will demonstrate understanding of structure and features of informational passages/texts: • locate key ideas, facts or details • use information from text to state and support the central/main idea • identify text features (e.g., title, bold print) of different types of informational texts (e.g., lists, recipes, directions, children's magazines, dictionaries) • read and use functional messages encountered in daily life • use information from texts to accomplish a specific task or to answer questions • use text features and visual information (e.g., pictures, maps, charts, graphs, timelines, visual organizers) to understand text
MG: K-3	GD: 1 to -2	KY.K-3.SLO.SC.16 When observing, students will evaluate media messages
MG: K-3	GD: 1 to -2	KY.K-3.SLO.SC.19 When observing, students will identify visual and auditory cues (e.g., slow motion, music to create mood, sound effects) that enhance the message

Cluster: Integration of Knowledge and Ideas

CCSS: **CC.1.R.I.7 Use the illustrations and details in a text to describe its key ideas.**

Grade: 1 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: INFORMATION Notes:

MG: K-3	GD: 1 to -2	KY.K-3.R.U.SC.8 Students will demonstrate understanding of structure and features of informational passages/texts: • locate key ideas, facts or details • use information from text to state and support the central/main idea • identify text features (e.g., title, bold print) of different types of informational texts (e.g., lists, recipes, directions, children's magazines, dictionaries) • read and use functional messages encountered in daily life • use information from texts to accomplish a specific task or to answer questions • use text features and visual information (e.g., pictures, maps, charts, graphs, timelines, visual organizers) to understand text

Cluster: Integration of Knowledge and Ideas

CCSS: **CC.1.R.I.8 Identify the reasons an author gives to support points in a text.**

Grade: 1 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: INFORMATION Notes:

MG: K-3	GD: 1 to -2	KY.K-3.R.I.EU.2 Students will understand that references from texts provide evidence to support conclusions, the information presented, or the author's perspective.
MG: K-3	GD: 1 to -2	KY.K-3.R.I.SC.10 Students will demonstrate understanding of informational passages/texts: • distinguish between informative or persuasive passages • identify commonly used persuasive techniques (e.g., emotional appeal, testimonial) • identify an author's opinion • use evidence from the text to state central /main idea and details that support them • use text references to support conclusions based on what is read, for example, an author's opinion about a subject • distinguish between facts and opinions found in texts • identify information in a passage supported by facts

Cluster: Integration of Knowledge and Ideas

CCSS: **CC.1.R.I.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).**

Grade: 1 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: INFORMATION Notes:

MG: K-3	GD: 1 to -2	KY.K-3.R.D.SC.5 Students will compare books by the same author, or books about the same theme or topic

Cluster: Range of Reading and Level of Text Complexity

CCSS: **CC.1.R.I.10 With prompting and support, read informational texts appropriately complex for grade 1.**

Grade: 1 DM: 3 = Excellent match between the two documents

Strand: READING: INFORMATION Notes:

MG: K-3	GD: 1 to -2	KY.K-3.R.D.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts (e.g., using prior knowledge, previewing text selections, making predictions, generating questions, constructing sensory images, using text features, making connections, determining importance of information)
MG: K-3	GD: 1 to -2	KY.K-3.R.F.EU.1 Students understand that knowing how letters are linked to sounds to form letter-sound correspondence and spelling patterns can help determine unfamiliar words while reading.
MG: K-3	GD: 1 to -2	KY.K-3.R.F.EU.2 Students understand that fluency involves reading orally and silently with speed, accuracy, proper phrasing and expression while attending to text features (e.g., punctuation, italics).
MG: K-3	GD: 1 to -2	KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs
MG: K-3	GD: 1 to -2	KY.K-3.R.F.SC.3 Students will read grade-appropriate material - orally and silently - with accuracy and fluency
MG: K-3	GD: 1 to -2	KY.K-3.R.F.SC.4 Students will use a variety of reading strategies to understand words, word meanings, and texts to develop breadth of vocabulary: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • use context clues to identify the correct meaning as the word is used • apply knowledge of synonyms, antonyms, homonyms/homophones, or compound words to assist comprehension • apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • organize words by categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows)
MG: K-3	GD: 1 to -2	KY.K-3.R.I.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts (e.g., using prior knowledge, previewing text selections, making predictions, generating questions, constructing sensory images, using text features, making connections, determining importance of information)
MG: K-3	GD: 1 to -2	KY.K-3.R.R.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying and literal questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts
MG: K-3	GD: 1 to -2	KY.K-3.R.U.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying and literal questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts

Cluster: Craft and Structure

CCSS: **CC.1.R.I.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.**

Grade: 1 DM: Unmatched

Strand: READING: INFORMATION Notes: Unmatched

MG: Unma GD:

Cluster: Key Ideas and Details

CCSS: **CC.2.R.I.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.**

Grade: 2 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: INFORMATION Notes:

MG: K-3	GD: 2 to -1	KY.K-3.R.D.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts (e.g., using prior knowledge, previewing text selections, making predictions, generating questions, constructing sensory images, using text features, making connections, determining importance of information)
MG: K-3	GD: 2 to -1	KY.K-3.R.I.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts (e.g., using prior knowledge, previewing text selections, making predictions, generating questions, constructing sensory images, using text features, making connections, determining importance of information)
MG: K-3	GD: 2 to -1	KY.K-3.R.R.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying and literal questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts
MG: K-3	GD: 2 to -1	KY.K-3.R.U.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying and literal questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts
MG: K-3	GD: 2 to -1	KY.K-3.SLO.SC.6 In informal speaking situations, students will ask and respond to questions as a way to participate in class discussions

Cluster: Key Ideas and Details

CCSS: **CC.2.R.I.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.**

Grade: 2 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: INFORMATION Notes:

MG: K-3	GD: 2 to -1	KY.K-3.R.U.SC.8 Students will demonstrate understanding of structure and features of informational passages/texts: • locate key ideas, facts or details • use information from text to state and support the central/main idea • identify text features (e.g., title, bold print) of different types of informational texts (e.g., lists, recipes, directions, children's magazines, dictionaries) • read and use functional messages encountered in daily life • use information from texts to accomplish a specific task or to answer questions • use text features and visual information (e.g., pictures, maps, charts, graphs, timelines, visual organizers) to understand text

Cluster: Key Ideas and Details

CCSS: **CC.2.R.I.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.**

Grade: 2 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: READING: INFORMATION Notes:

MG: K-3	GD: 2 to -1	KY.K-3.R.I.SC.12 Students will understand and interpret the concepts and relationships described in a text
MG: K-3	GD: 2 to -1	KY.K-3.R.I.SC.5 Students will examine relationships between earlier and later parts of a text and how these parts make sense together

Cluster: Craft and Structure

CCSS: **CC.2.R.I.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.**

Grade: 2 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: INFORMATION Notes:

MG: K-3	GD: 2 to -1	KY.K-3.R.F.EU.4 Students understand that many words have multiple meanings. Knowledge of syntax/language structure, semantics/meaning, context cues, and the use of resources can help in identifying the intended meaning of words and phrases as they are used in text.
MG: K-3	GD: 2 to -1	KY.K-3.R.U.SC.5 Students will identify unfamiliar words and specialized vocabulary

Cluster: Craft and Structure

CCSS: **CC.2.R.I.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.**

Grade: 2 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: INFORMATION Notes: electronic menus and icons - keep the rating as a 2 instead of a 3

MG: K-3	GD: 2 to -1	KY.K-3.R.D.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts (e.g., using prior knowledge, previewing text selections, making predictions, generating questions, constructing sensory images, using text features, making connections, determining importance of information)
MG: K-3	GD: 2 to -1	KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs
MG: K-3	GD: 2 to -1	KY.K-3.R.I.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts (e.g., using prior knowledge, previewing text selections, making predictions, generating questions, constructing sensory images, using text features, making connections, determining importance of information)
MG: K-3	GD: 2 to -1	KY.K-3.R.R.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying and literal questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts
MG: K-3	GD: 2 to -1	KY.K-3.R.U.EU.4 Students will understand that different types of texts place different demands on the reader. Understanding text features and structures, and characteristics associated with different genres (including print and non-print) facilitate the reader's ability to make meaning of the text.
MG: K-3	GD: 2 to -1	KY.K-3.R.U.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying and literal questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts

MG: K-3	GD: 2 to -1	KY.K-3.R.U.SC.8 Students will demonstrate understanding of structure and features of informational passages/texts: • locate key ideas, facts or details • use information from text to state and support the central/main idea • identify text features (e.g., title, bold print) of different types of informational texts (e.g., lists, recipes, directions, children's magazines, dictionaries) • read and use functional messages encountered in daily life • use information from texts to accomplish a specific task or to answer questions • use text features and visual information (e.g., pictures, maps, charts, graphs, timelines, visual organizers) to understand text
MG: K-3	GD: 2 to -1	KY.K-3.SLO.SC.16 When observing, students will evaluate media messages
MG: K-3	GD: 2 to -1	KY.K-3.SLO.SC.19 When observing, students will identify visual and auditory cues (e.g., slow motion, music to create mood, sound effects) that enhance the message

Cluster: Craft and Structure

CCSS: **CC.2.R.I.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.**

Grade: 2 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: INFORMATION Notes:

MG: K-3	GD: 2 to -1	KY.K-3.R.I.EU.2 Students will understand that references from texts provide evidence to support conclusions, the information presented, or the author's perspective.
MG: K-3	GD: 2 to -1	KY.K-3.R.I.SC.10 Students will demonstrate understanding of informational passages/texts: • distinguish between informative or persuasive passages • identify commonly used persuasive techniques (e.g., emotional appeal, testimonial) • identify an author's opinion • use evidence from the text to state central /main idea and details that support them • use text references to support conclusions based on what is read, for example, an author's opinion about a subject • distinguish between facts and opinions found in texts • identify information in a passage supported by facts

Cluster: Integration of Knowledge and Ideas

CCSS: **CC.2.R.I.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.**

Grade: 2 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: READING: INFORMATION Notes: students are asked to "explain" in the CCSS, but not in the POS

MG: K-3	GD: 2 to -1	KY.K-3.R.D.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts (e.g., using prior knowledge, previewing text selections, making predictions, generating questions, constructing sensory images, using text features, making connections, determining importance of information)
MG: K-3	GD: 2 to -1	KY.K-3.R.I.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts (e.g., using prior knowledge, previewing text selections, making predictions, generating questions, constructing sensory images, using text features, making connections, determining importance of information)
MG: K-3	GD: 2 to -1	KY.K-3.R.R.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying and literal questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts
MG: K-3	GD: 2 to -1	KY.K-3.R.U.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying and literal questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts
MG: K-3	GD: 2 to -1	KY.K-3.R.U.SC.8 Students will demonstrate understanding of structure and features of informational passages/texts: • locate key ideas, facts or details • use information from text to state and support the central/main idea • identify text features (e.g., title, bold print) of different types of informational texts (e.g., lists, recipes, directions, children's magazines, dictionaries) • read and use functional messages encountered in daily life • use information from texts to accomplish a specific task or to answer questions • use text features and visual information (e.g., pictures, maps, charts, graphs, timelines, visual organizers) to understand text

Cluster: Integration of Knowledge and Ideas

CCSS: **CC.2.R.I.8 Describe how reasons support specific points the author makes in a text.**

Grade: 2 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: INFORMATION Notes:

MG: K-3	GD: 2 to -1	KY.K-3.R.I.EU.2 Students will understand that references from texts provide evidence to support conclusions, the information presented, or the author's perspective.
MG: K-3	GD: 2 to -1	KY.K-3.R.I.SC.10 Students will demonstrate understanding of informational passages/texts: • distinguish between informative or persuasive passages • identify commonly used persuasive techniques (e.g., emotional appeal, testimonial) • identify an author's opinion • use evidence from the text to state central /main idea and details that support them • use text references to support conclusions based on what is read, for example, an author's opinion about a subject • distinguish between facts and opinions found in texts • identify information in a passage supported by facts

Cluster: Integration of Knowledge and Ideas

CCSS: **CC.2.R.I.9 Compare and contrast the most important points presented by two texts on the same topic.**

Grade: 2 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: INFORMATION Notes:

MG: K-3	GD: 2 to -1	KY.K-3.R.D.SC.5 Students will compare books by the same author, or books about the same theme or topic

Cluster: Range of Reading and Level of Text Complexity

CCSS: **CC.2.R.I.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.**

Grade: 2 DM: 3 = Excellent match between the two documents

Strand: READING: INFORMATION Notes:

MG: K-3	GD: 2 to -1	KY.K-3.R.D.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts (e.g., using prior knowledge, previewing text selections, making predictions, generating questions, constructing sensory images, using text features, making connections, determining importance of information)
MG: K-3	GD: 2 to -1	KY.K-3.R.F.EU.1 Students understand that knowing how letters are linked to sounds to form letter-sound correspondence and spelling patterns can help determine unfamiliar words while reading.
MG: K-3	GD: 2 to -1	KY.K-3.R.F.EU.2 Students understand that fluency involves reading orally and silently with speed, accuracy, proper phrasing and expression while attending to text features (e.g., punctuation, italics).
MG: K-3	GD: 2 to -1	KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs

Grade: 2

MG: K-3	GD: 2 to -1	KY.K-3.R.F.SC.2 Students will apply context and self-correction strategies while reading (e.g., using pictures, syntax, predictive language to predict upcoming words and text, monitoring own reading, self-correcting, confirming meaning, adjusting pace of reading or rereading to acquire meaning, previewing text selections)
MG: K-3	GD: 2 to -1	KY.K-3.R.F.SC.3 Students will read grade-appropriate material - orally and silently - with accuracy and fluency
MG: K-3	GD: 2 to -1	KY.K-3.R.F.SC.4 Students will use a variety of reading strategies to understand words, word meanings, and texts to develop breadth of vocabulary: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • use context clues to identify the correct meaning as the word is used • apply knowledge of synonyms, antonyms, homonyms/homophones, or compound words to assist comprehension • apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • organize words by categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows)
MG: K-3	GD: 2 to -1	KY.K-3.R.I.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts (e.g., using prior knowledge, previewing text selections, making predictions, generating questions, constructing sensory images, using text features, making connections, determining importance of information)
MG: K-3	GD: 2 to -1	KY.K-3.R.R.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying and literal questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts
MG: K-3	GD: 2 to -1	KY.K-3.R.U.EU.2 Students will understand that different purposes to read include reading to acquire new information and reading for personal fulfillment. Among these texts are plays, fiction and non-fiction, classic and contemporary works.
MG: K-3	GD: 2 to -1	KY.K-3.R.U.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying and literal questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts

Cluster: Key Ideas and Details

CCSS: **CC.3.R.I.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.**

Grade: 3 DM: 3 = Excellent match between the two documents

Strand: READING: INFORMATION Notes: State standard goes beyond CCSS

MG: K-3	GD: 3	KY.K-3.R.D.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts (e.g., using prior knowledge, previewing text selections, making predictions, generating questions, constructing sensory images, using text features, making connections, determining importance of information)
MG: K-3	GD: 3	KY.K-3.R.F.SC.4 Students will use a variety of reading strategies to understand words, word meanings, and texts to develop breadth of vocabulary: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • use context clues to identify the correct meaning as the word is used • apply knowledge of synonyms, antonyms, homonyms/homophones, or compound words to assist comprehension • apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • organize words by categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows)
MG: K-3	GD: 3	KY.K-3.R.I.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts (e.g., using prior knowledge, previewing text selections, making predictions, generating questions, constructing sensory images, using text features, making connections, determining importance of information)
MG: K-3	GD: 3	KY.K-3.R.R.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying and literal questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts
MG: K-3	GD: 3	KY.K-3.R.U.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying and literal questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts
MG: K-3	GD: 3	KY.K-3.SLO.SC.6 In informal speaking situations, students will ask and respond to questions as a way to participate in class discussions

Cluster: Key Ideas and Details

CCSS: **CC.3.R.I.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.**

Grade: 3 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: INFORMATION Notes: state standard goes beyond CCSS

MG: K-3	GD: 3	KY.K-3.R.I.SC.6 Students will summarize a variety of reading passages by selecting the main ideas and main events or key points
MG: K-3	GD: 3	KY.K-3.R.U.SC.8 Students will demonstrate understanding of structure and features of informational passages/texts: • locate key ideas, facts or details • use information from text to state and support the central/main idea • identify text features (e.g., title, bold print) of different types of informational texts (e.g., lists, recipes, directions, children's magazines, dictionaries) • read and use functional messages encountered in daily life • use information from texts to accomplish a specific task or to answer questions • use text features and visual information (e.g., pictures, maps, charts, graphs, timelines, visual organizers) to understand text

Cluster: Key Ideas and Details

CCSS: **CC.3.R.I.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.**

Grade: 3 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: INFORMATION Notes: state standard goes beyond CCSS

MG: K-3	GD: 3	KY.K-3.R.D.SC.3 Students will identify the organizational pattern used (e.g., description, sequence, cause/effect, compare/contrast) to understand the passage
MG: K-3	GD: 3	KY.K-3.R.I.SC.12 Students will understand and interpret the concepts and relationships described in a text
MG: K-3	GD: 3	KY.K-3.R.I.SC.2 Students will use text structure cues (e.g., sequence, compare/contrast) to aid in comprehension
MG: K-3	GD: 3	KY.K-3.R.I.SC.5 Students will examine relationships between earlier and later parts of a text and how these parts make sense together
MG: K-3	GD: 3	KY.K-3.R.U.SC.2 Students will use text structure cues (e.g., sequence, description, compare/contrast) to aid in comprehension
MG: K-3	GD: 3	KY.K-3.R.U.SC.3 Students will describe explicitly stated cause and effect relationships

Cluster: Craft and Structure

CCSS: **CC.3.R.I.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.**

Grade: 3 DM: 3 = Excellent match between the two documents

Strand: READING: INFORMATION Notes: state standard goes beyond CCSS

MG: 4	GD: -1	KY.4.R.F.SC.5 Students will use resources (e.g., dictionaries, glossaries, thesauruses) to determine correct spellings of words, to identify multiple meanings of words, content-specific meanings of words, and precise use of vocabulary
MG: K-3	GD: 3	KY.K-3.R.F.EU.4 Students understand that many words have multiple meanings. Knowledge of syntax/language structure, semantics/meaning, context cues, and the use of resources can help in identifying the intended meaning of words and phrases as they are used in text.
MG: K-3	GD: 3	KY.K-3.R.U.SC.5 Students will identify unfamiliar words and specialized vocabulary

Cluster: Craft and Structure

CCSS: **CC.3.R.I.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.**

Grade: 3 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: INFORMATION Notes: hyperlinks - keeps the rating a 2 rather than a 3

MG: K-3	GD: 3	KY.K-3.R.D.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts (e.g., using prior knowledge, previewing text selections, making predictions, generating questions, constructing sensory images, using text features, making connections, determining importance of information)
MG: K-3	GD: 3	KY.K-3.R.I.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts (e.g., using prior knowledge, previewing text selections, making predictions, generating questions, constructing sensory images, using text features, making connections, determining importance of information)
MG: K-3	GD: 3	KY.K-3.R.R.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying and literal questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts

MG: K-3	GD: 3	KY.K-3.R.U.EU.4 Students will understand that different types of texts place different demands on the reader. Understanding text features and structures, and characteristics associated with different genres (including print and non-print) facilitate the reader's ability to make meaning of the text.
MG: K-3	GD: 3	KY.K-3.R.U.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying and literal questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts
MG: K-3	GD: 3	KY.K-3.R.U.SC.8 Students will demonstrate understanding of structure and features of informational passages/texts: • locate key ideas, facts or details • use information from text to state and support the central/main idea • identify text features (e.g., title, bold print) of different types of informational texts (e.g., lists, recipes, directions, children's magazines, dictionaries) • read and use functional messages encountered in daily life • use information from texts to accomplish a specific task or to answer questions • use text features and visual information (e.g., pictures, maps, charts, graphs, timelines, visual organizers) to understand text
MG: K-3	GD: 3	KY.K-3.SLO.SC.16 When observing, students will evaluate media messages
MG: K-3	GD: 3	KY.K-3.SLO.SC.19 When observing, students will identify visual and auditory cues (e.g., slow motion, music to create mood, sound effects) that enhance the message

Cluster: Craft and Structure

CCSS: **CC.3.R.I.6 Distinguish their own point of view from that of the author of a text.**

Grade: 3 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: READING: INFORMATION Notes:

MG: K-3	GD: 3	KY.K-3.R.I.EU.2 Students will understand that references from texts provide evidence to support conclusions, the information presented, or the author's perspective.

Cluster: Integration of Knowledge and Ideas

CCSS: **CC.3.R.I.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).**

Grade: 3 DM: 3 = Excellent match between the two documents

Strand: READING: INFORMATION Notes: state standard goes beyond CCSS

MG: 4	GD: -1	KY.4.W.S.SC.7 Students will incorporate text features (e.g., numbering, bullets, white space, pictures, labels, diagrams, charts, shape in poetry) to enhance clarity and meaning
MG: K-3	GD: 3	KY.K-3.R.D.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts (e.g., using prior knowledge, previewing text selections, making predictions, generating questions, constructing sensory images, using text features, making connections, determining importance of information)
MG: K-3	GD: 3	KY.K-3.R.I.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts (e.g., using prior knowledge, previewing text selections, making predictions, generating questions, constructing sensory images, using text features, making connections, determining importance of information)
MG: K-3	GD: 3	KY.K-3.R.R.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying and literal questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts
MG: K-3	GD: 3	KY.K-3.R.U.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying and literal questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts

MG: K-3	GD: 3	KY.K-3.R.U.SC.8 Students will demonstrate understanding of structure and features of informational passages/texts: • locate key ideas, facts or details • use information from text to state and support the central/main idea • identify text features (e.g., title, bold print) of different types of informational texts (e.g., lists, recipes, directions, children's magazines, dictionaries) • read and use functional messages encountered in daily life • use information from texts to accomplish a specific task or to answer questions • use text features and visual information (e.g., pictures, maps, charts, graphs, timelines, visual organizers) to understand text
MG: K-3	GD: 3	KY.K-3.SLO.SC.19 When observing, students will identify visual and auditory cues (e.g., slow motion, music to create mood, sound effects) that enhance the message

Cluster: Integration of Knowledge and Ideas

CCSS: **CC.3.R.I.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).**

Grade: 3 DM: 3 = Excellent match between the two documents

Strand: READING: INFORMATION Notes: state standard goes beyond CCSS

MG: K-3	GD: 3	KY.K-3.R.D.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts (e.g., using prior knowledge, previewing text selections, making predictions, generating questions, constructing sensory images, using text features, making connections, determining importance of information)
MG: K-3	GD: 3	KY.K-3.R.D.SC.3 Students will identify the organizational pattern used (e.g., description, sequence, cause/effect, compare/contrast) to understand the passage
MG: K-3	GD: 3	KY.K-3.R.I.SC.2 Students will use text structure cues (e.g., sequence, compare/contrast) to aid in comprehension
MG: K-3	GD: 3	KY.K-3.R.I.SC.5 Students will examine relationships between earlier and later parts of a text and how these parts make sense together
MG: K-3	GD: 3	KY.K-3.R.U.SC.2 Students will use text structure cues (e.g., sequence, description, compare/contrast) to aid in comprehension
MG: K-3	GD: 3	KY.K-3.R.U.SC.3 Students will describe explicitly stated cause and effect relationships
MG: K-3	GD: 3	KY.K-3.R.U.SC.8 Students will demonstrate understanding of structure and features of informational passages/texts: • locate key ideas, facts or details • use information from text to state and support the central/main idea • identify text features (e.g., title, bold print) of different types of informational texts (e.g., lists, recipes, directions, children's magazines, dictionaries) • read and use functional messages encountered in daily life • use information from texts to accomplish a specific task or to answer questions • use text features and visual information (e.g., pictures, maps, charts, graphs, timelines, visual organizers) to understand text

Cluster: Integration of Knowledge and Ideas

CCSS: **CC.3.R.I.9 Compare and contrast the most important points and key details presented in two texts on the same topic.**

Grade: 3 DM: 3 = Excellent match between the two documents

Strand: READING: INFORMATION Notes: state standard goes beyond CCSS

MG: K-3	GD: 3	KY.K-3.R.D.SC.5 Students will compare books by the same author, or books about the same theme or topic
MG: K-3	GD: 3	KY.K-3.R.I.SC.6 Students will summarize a variety of reading passages by selecting the main ideas and main events or key points
MG: K-3	GD: 3	KY.K-3.R.R.EU.2 Students will understand that references from texts provide evidence of applying ideas and making text-to-self, text-to-text, and text-to-world connections.

Cluster: Range of Reading and Level of Text Complexity

CCSS: **CC.3.R.I.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.**

Grade: 3 DM: 3 = Excellent match between the two documents

Strand: READING: INFORMATION Notes:

MG: K-3	GD: 3	KY.K-3.R.D.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts (e.g., using prior knowledge, previewing text selections, making predictions, generating questions, constructing sensory images, using text features, making connections, determining importance of information)
MG: K-3	GD: 3	KY.K-3.R.F.EU.1 Students understand that knowing how letters are linked to sounds to form letter-sound correspondence and spelling patterns can help determine unfamiliar words while reading.
MG: K-3	GD: 3	KY.K-3.R.F.EU.2 Students understand that fluency involves reading orally and silently with speed, accuracy, proper phrasing and expression while attending to text features (e.g., punctuation, italics).
MG: K-3	GD: 3	KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs
MG: K-3	GD: 3	KY.K-3.R.F.SC.2 Students will apply context and self-correction strategies while reading (e.g., using pictures, syntax, predictive language to predict upcoming words and text, monitoring own reading, self-correcting, confirming meaning, adjusting pace of reading or rereading to acquire meaning, previewing text selections)
MG: K-3	GD: 3	KY.K-3.R.F.SC.3 Students will read grade-appropriate material - orally and silently - with accuracy and fluency
MG: K-3	GD: 3	KY.K-3.R.F.SC.4 Students will use a variety of reading strategies to understand words, word meanings, and texts to develop breadth of vocabulary: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • use context clues to identify the correct meaning as the word is used • apply knowledge of synonyms, antonyms, homonyms/homophones, or compound words to assist comprehension • apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • organize words by categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows)
MG: K-3	GD: 3	KY.K-3.R.I.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts (e.g., using prior knowledge, previewing text selections, making predictions, generating questions, constructing sensory images, using text features, making connections, determining importance of information)
MG: K-3	GD: 3	KY.K-3.R.R.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying and literal questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts
MG: K-3	GD: 3	KY.K-3.R.U.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying and literal questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts

Cluster: Key Ideas and Details

CCSS: **CC.4.R.I.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**

Grade: 4 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: INFORMATION Notes: The state standards ask the students to locate information and draw inferences, but it does not ask them to refer to details and give examples from the text.

MG: 4	GD: 0	KY.4.R.F.SC.4 Students will se a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, compound words, or differences in meaning to assist comprehension • identify syllables and parts of words (e.g., prefixes, suffixes, base words); apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • describe words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information (e.g., dates, places); skim to get the general meaning of a passage
MG: 4	GD: 0	KY.4.R.I.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts
MG: 4	GD: 0	KY.4.R.R.EU.1 Students will understand that making connections involves thinking beyond the text and applying the text to a variety of situations. Connections may be expressed as comparisons, analogies, inferences, or the synthesis of ideas.
MG: 4	GD: 0	KY.4.R.R.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts to make connections
MG: 4	GD: 0	KY.4.R.U.SC.7 Students will make text-based inferences; make and check predictions: • demonstrate understanding of literary elements and literary passages/texts: • identify and describe characters ,major events/plot, setting or problem/solution • make and check predictions • identify characteristics of different types of literary texts (e.g., stories, poems, plays, fairy tales, folktales, historical fiction, realistic fiction)

Cluster: Key Ideas and Details

CCSS: **CC.4.R.I.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.**

Grade: 4 DM: 3 = Excellent match between the two documents

Strand: READING: INFORMATION Notes:

MG: 4	GD: 0	KY.4.R.U.SC.6 Students will paraphrase and summarize (e.g., to show relationships, relative importance of information) and sequence major events or steps in a process if appropriate
MG: 4	GD: 0	KY.4.R.U.SC.8 Students will demonstrate understanding of informational passages/texts: • locate key ideas, information, facts, or details • use information to state and support central/main idea or to interpret the meaning of specialized vocabulary (words and terms specific to understanding the content) • identify text features (e.g., table of contents, bold and italicized print, headings, index, transitional words/phrases) of different types of informational texts (e.g., directions, invitations, children's magazines, dictionaries, encyclopedias, content trade books) • read and use functional messages encountered in daily life • use information from text to accomplish a specific task or answer questions • use visual information (e.g., maps, charts, graphs , timelines, visual organizers) to understand texts
MG: K-3	GD: 4 to 1	KY.K-3.R.I.SC.6 Students will summarize a variety of reading passages by selecting the main ideas and main events or key points

Cluster: Key Ideas and Details

CCSS: **CC.4.R.I.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.**

Grade: 4 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: INFORMATION Notes: The state standards do not specify the type of text (historical, scientific, or technical) that students will explain.

MG: 4	GD: 0	KY.4.R.I.SC.6 Students will demonstrate understanding of informational passages/texts: • distinguish between informative or persuasive passages • identify commonly used persuasive techniques (e.g., emotional appeal, testimonial, bandwagon, expert opinion) • use evidence/references from the text to state central/main idea and details that support them • distinguish between facts and opinions found in texts • identify information in a passage that is supported by facts • explain the purposes of text features in different types of informational texts
MG: 4	GD: 0	KY.4.R.U.SC.6 Students will paraphrase and summarize (e.g., to show relationships, relative importance of information) and sequence major events or steps in a process if appropriate
MG: 4	GD: 0	KY.4.R.U.SC.7 Students will make text-based inferences; make and check predictions: • demonstrate understanding of literary elements and literary passages/texts: • identify and describe characters ,major events/plot, setting or problem/solution • make and check predictions • identify characteristics of different types of literary texts (e.g., stories, poems, plays, fairy tales, folktales, historical fiction, realistic fiction)
MG: 4	GD: 0	KY.4.R.U.SC.8 Students will demonstrate understanding of informational passages/texts: • locate key ideas, information, facts, or details • use information to state and support central/main idea or to interpret the meaning of specialized vocabulary (words and terms specific to understanding the content) • identify text features (e.g., table of contents, bold and italicized print, headings, index, transitional words/phrases) of different types of informational texts (e.g., directions, invitations, children's magazines, dictionaries, encyclopedias, content trade books) • read and use functional messages encountered in daily life • use information from text to accomplish a specific task or answer questions • use visual information (e.g., maps, charts, graphs , timelines, visual organizers) to understand texts
MG: 5	GD: -1	KY.5.SLO.SC.10 When listening, students will identify specific information (e.g., main idea, supporting details)
MG: K-3	GD: 4 to 1	KY.K-3.R.I.SC.12 Students will understand and interpret the concepts and relationships described in a text

Cluster: Craft and Structure

CCSS: **CC.4.R.I.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.**

Grade: 4 DM: 3 = Excellent match between the two documents

Strand: READING: INFORMATION Notes:

MG: 4	GD: 0	KY.4.R.F.EU.4 Students will understand that many words have multiple meanings. Knowledge of syntax/language structure, semantics/meaning, context cues, and the use of resources can help in identifying the intended meaning of words and phrases as they are used in text.
MG: 4	GD: 0	KY.4.R.F.SC.4 Students will se a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, compound words, or differences in meaning to assist comprehension • identify syllables and parts of words (e.g., prefixes, suffixes, base words); apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • describe words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information (e.g., dates, places); skim to get the general meaning of a passage
MG: 4	GD: 0	KY.4.R.F.SC.5 Students will use resources (e.g., dictionaries, glossaries, thesauruses) to determine correct spellings of words, to identify multiple meanings of words, content-specific meanings of words, and precise use of vocabulary

MG: 4	GD: 0	KY.4.R.U.SC.5 Students will identify unfamiliar words and specialized vocabulary (words/terms needed to understand content)
MG: 4	GD: 0	KY.4.W.WC.SC.2 Students will use specialized content vocabulary and words used for specific contexts, as needed

Cluster: Craft and Structure

CCSS: **CC.4.R.I.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.**

Grade: 4 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: INFORMATION Notes: Students are asked to identify and use text structure in the state standards, but are not asked to describe the overall structure.

MG: 4	GD: 0	KY.4.R.D.SC.2 Students will identify the organizational pattern used (e.g., sentence lengths and structures, paragraphs in prose, verses in poems, sequence, description) and describe how understanding the structure helps to understand the text
MG: 4	GD: 0	KY.4.R.I.SC.2 Students will use text structure cues (e.g., chronology, cause/effect, compare/contrast, description, logical/sequential) to aid comprehension
MG: 4	GD: 0	KY.4.R.U.SC.2 Students will use text structure cues (e.g., sequence, chronology, compare/contrast, description) to aid in comprehension

Cluster: Craft and Structure

CCSS: **CC.4.R.I.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.**

Grade: 4 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: READING: INFORMATION Notes: The state standards do not ask the students to compare and contrast different accounts of the same event or topic. The CCSS asks the students to go beyond the state standards.

MG: 4	GD: 0	KY.4.R.I.EU.2 Students will understand that references from texts provide evidence to support conclusions about the message, the information presented, or the author's perspective.
MG: 4	GD: 0	KY.4.W.C.SC.7 Students will communicate understanding of ideas or events from different viewpoints

Cluster: Integration of Knowledge and Ideas

CCSS: **CC.4.R.I.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.**

Grade: 4 DM: 3 = Excellent match between the two documents

Strand: READING: INFORMATION Notes:

MG: 4	GD: 0	KY.4.R.R.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts to make connections
MG: 4	GD: 0	KY.4.R.U.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying and literal questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts
MG: 4	GD: 0	KY.4.R.U.SC.8 Students will demonstrate understanding of informational passages/texts: • locate key ideas, information, facts, or details • use information to state and support central/main idea or to interpret the meaning of specialized vocabulary (words and terms specific to understanding the content) • identify text features (e.g., table of contents, bold and italicized print, headings, index, transitional words/phrases) of different types of informational texts (e.g., directions, invitations, children's magazines, dictionaries, encyclopedias, content trade books) • read and use functional messages encountered in daily life • use information from text to accomplish a specific task or answer questions • use visual information (e.g., maps, charts, graphs , timelines, visual organizers) to understand texts

MG: 4	GD: 0	KY.4.W.S.SC.7 Students will incorporate text features (e.g., numbering, bullets, white space, pictures, labels, diagrams, charts, shape in poetry) to enhance clarity and meaning

Cluster: Integration of Knowledge and Ideas

CCSS: **CC.4.R.I.8 Explain how an author uses reasons and evidence to support particular points in a text.**

Grade: 4 DM: 3 = Excellent match between the two documents

Strand: READING: INFORMATION Notes: The state standards do not ask the students to explain how the author uses reasons and evidence to support particular points in the text. They are only asked to understand that references provide evidence.

MG: 4	GD: 0	KY.4.R.I.EU.2 Students will understand that references from texts provide evidence to support conclusions about the message, the information presented, or the author's perspective.
MG: 4	GD: 0	KY.4.R.I.SC.3 Students will use text references to explain author's purpose, author's message, supporting evidence or logical predictions
MG: 4	GD: 0	KY.4.R.I.SC.6 Students will demonstrate understanding of informational passages/texts: • distinguish between informative or persuasive passages • identify commonly used persuasive techniques (e.g., emotional appeal, testimonial, bandwagon, expert opinion) • use evidence/references from the text to state central/main idea and details that support them • distinguish between facts and opinions found in texts • identify information in a passage that is supported by facts • explain the purposes of text features in different types of informational texts

Cluster: Integration of Knowledge and Ideas

CCSS: **CC.4.R.I.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.**

Grade: 4 DM: 3 = Excellent match between the two documents

Strand: READING: INFORMATION Notes:

MG: 4	GD: 0	KY.4.R.D.SC.5 Students will connect information within and across texts
MG: 4	GD: 0	KY.4.R.I.SC.6 Students will demonstrate understanding of informational passages/texts: • distinguish between informative or persuasive passages • identify commonly used persuasive techniques (e.g., emotional appeal, testimonial, bandwagon, expert opinion) • use evidence/references from the text to state central/main idea and details that support them • distinguish between facts and opinions found in texts • identify information in a passage that is supported by facts • explain the purposes of text features in different types of informational texts
MG: 4	GD: 0	KY.4.R.R.EU.2 Students will understand that references from texts provide evidence of applying ideas and making text-to-self, text-to-texts, and texts-to-real world connections.

Cluster: Range of Reading and Complexity of Text

CCSS: **CC.4.R.I.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as necessary at the high end of the range.**

Grade: 4 DM: 3 = Excellent match between the two documents

Strand: READING: INFORMATION Notes:

MG: 4	GD: 0	KY.4.R.F.SC.1 Students will read high-frequency/grade-appropriate words with automaticity in connected text; read multisyllabic words using knowledge of sounds, word structure, syllable types, and word patterns; and identify the purpose of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of a variety of texts
MG: 4	GD: 0	KY.4.R.F.SC.3 Students will read grade-appropriate material--orally and silently--with accuracy and fluency

Grade: 4

MG: 4	GD: 0	KY.4.R.F.SC.4 Students will se a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, compound words, or differences in meaning to assist comprehension • identify syllables and parts of words (e.g., prefixes, suffixes, base words); apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • describe words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information (e.g., dates, places); skim to get the general meaning of a passage
MG: 4	GD: 0	KY.4.R.I.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts
MG: 4	GD: 0	KY.4.R.U.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying and literal questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts

Cluster: Key Ideas and Details

CCSS: **CC.5.R.I.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.**

Grade: 5 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: INFORMATION Notes: The state standards do not specifically ask the students to quote from the text when inferring.

MG: 5	GD: 0	KY.5.R.F.SC.4 Students will use a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, compound words, or differences in meaning to assist comprehension • identify syllables and parts of words (e.g., prefixes, suffixes, base words) and apply the meanings to comprehend unfamiliar words • describe words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information (e.g., dates, places); skim to get the general meaning of a passage
MG: 5	GD: 0	KY.5.R.I.EU.2 Students will understand that references from texts provide evidence to support conclusions drawn about the message, the information presented, or the author's perspective.
MG: 5	GD: 0	KY.5.R.R.EU.2 Students will understand that references from texts provide evidence of applying ideas and making text-to-self, text-to-texts, and texts-to-real world connections.
MG: 5	GD: 0	KY.5.R.R.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts to make connections
MG: 5	GD: 0	KY.5.R.U.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying, literal and inferential questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts
MG: 5	GD: 0	KY.5.R.U.SC.7 Students will make text-based inferences; make and check predictions
MG: 5	GD: 0	KY.6.R.I.SC.6 Students will demonstrate understanding of informational passages/texts: • distinguish between informative or persuasive passages • identify use of persuasive techniques (e.g., emotional appeal, testimonial, bandwagon, expert opinion) • use evidence/references from the text to state central/main idea and details that support them • distinguish between facts and opinions found in texts • identify information in a passage that is supported by facts • explain the purposes of text features in different types of informational texts

Cluster: Key Ideas and Details

CCSS: **CC.5.R.I.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.**

Grade: 5 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: INFORMATION Notes: The CCSS goes beyond the state standards by asking the students to determine two or more main ideas and explain how they are supported by key details.

MG: 5	GD: 0	KY.5.R.U.SC.6 Students will paraphrase and summarize (e.g., to show relationships, relative importance of information), or sequence major events or steps in a process if appropriate
MG: 5	GD: 0	KY.5.R.U.SC.9 Students will demonstrate understanding of informational passages/texts: • locate key ideas, information, facts or details • use information to state and support central/main idea • identify text features (e.g., table of contents, bold and italicized print, headings, index, transitional words/phrases) of different types of informational texts (e.g., directions, invitations, children's magazines, dictionaries, encyclopedias, content trade books) • read and use functional messages encountered in daily life • use information from text to accomplish a specific task or answer questions • use text features and visual information to understand texts

MG: K-3 GD: 5 to 2 KY.K-3.R.I.SC.6 Students will summarize a variety of reading passages by selecting the main ideas and main events or key points

Cluster: Key Ideas and Details

CCSS: **CC.5.R.I.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.**

Grade: 5 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: READING: INFORMATION Notes: The CCSS goes beyond the state standards by asking the students to explain the relationships between two or more individuals, events, ideas or concepts in specified types of text.

MG: 5	GD: 0	KY.5.R.I.SC.4 Students will record and organize ideas to show understanding of central ideas and interrelationships (e.g., charting, mapping, graphic organizers, outlining)
MG: 5	GD: 0	KY.5.R.U.SC.6 Students will paraphrase and summarize (e.g., to show relationships, relative importance of information), or sequence major events or steps in a process if appropriate
MG: 5	GD: 0	KY.5.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from research or reading), explaining reflections or related connections (e.g., identifying relationships and own experiences, offering support for conclusions, organizing prior knowledge about a topic)
MG: 5	GD: 0	KY.6.R.I.SC.6 Students will demonstrate understanding of informational passages/texts: • distinguish between informative or persuasive passages • identify use of persuasive techniques (e.g., emotional appeal, testimonial, bandwagon, expert opinion) • use evidence/references from the text to state central/main idea and details that support them • distinguish between facts and opinions found in texts • identify information in a passage that is supported by facts • explain the purposes of text features in different types of informational texts

Cluster: Craft and Structure

CCSS: **CC.5.R.I.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.**

Grade: 5 DM: 3 = Excellent match between the two documents

Strand: READING: INFORMATION Notes:

MG: 4	GD: 1	KY.4.R.F.SC.4 Students will se a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, compound words, or differences in meaning to assist comprehension • identify syllables and parts of words (e.g., prefixes, suffixes, base words); apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • describe words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information (e.g., dates, places); skim to get the general meaning of a passage
MG: 5	GD: 0	KY.5.R.F.SC.5 Students will use resources (e.g., dictionaries, glossaries, thesauruses) to identify multiple meanings of words, content-specific meanings of words, and precise use of vocabulary
MG: 5	GD: 0	KY.5.R.U.SC.5 Students will identify meanings of unfamiliar words and specialized vocabulary (words/terms needed to understand content)
MG: 5	GD: 0	KY.5.W.WC.SC.2 Students will use specialized content vocabulary and words used for specific contexts, as needed

Cluster: Craft and Structure

CCSS: **CC.5.R.I.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.**

Grade: 5 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: INFORMATION Notes: The CCSS is more specific in asking the students to compare and contrast the structure of two or more texts.

MG: 5	GD: 0	KY.5.R.D.SC.5 Students will make connections and synthesize information within and across texts
MG: 5	GD: 0	KY.5.R.I.SC.2 Students will use text structure cues (e.g., chronology, cause/effect, compare/contrast, description, logical/sequential) to aid comprehension
MG: 5	GD: 0	KY.5.R.R.EU.1 Students will understand that making connections involves thinking beyond the text and applying the text to a variety of situations. Connections may be expressed as comparisons, analogies, inferences, or the synthesis of ideas.

Cluster: Craft and Structure

CCSS: **CC.5.R.I.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.**

Grade: 5 DM: 3 = Excellent match between the two documents

Strand: READING: INFORMATION Notes:

MG: 5	GD: 0	KY.5.W.C.SC.7 Students will communicate understanding of ideas or events from different viewpoints

Cluster: Integration of Knowledge and Ideas

CCSS: **CC.5.R.I.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.**

Grade: 5 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: INFORMATION Notes: The CCSS is more specific in asking the students to use multiple sources to locate an answer or solve a problem.

MG: 5	GD: 0	KY.5.R.R.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts to make connections
MG: 5	GD: 0	KY.5.R.U.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying, literal and inferential questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts
MG: 5	GD: 0	KY.5.R.U.SC.9 Students will demonstrate understanding of informational passages/texts: • locate key ideas, information, facts or details • use information to state and support central/main idea • identify text features (e.g., table of contents, bold and italicized print, headings, index, transitional words/phrases) of different types of informational texts (e.g., directions, invitations, children's magazines, dictionaries, encyclopedias, content trade books) • read and use functional messages encountered in daily life • use information from text to accomplish a specific task or answer questions • use text features and visual information to understand texts

Cluster: Integration of Knowledge and Ideas

CCSS: **CC.5.R.I.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).**

Grade: 5 DM: 3 = Excellent match between the two documents

Strand: READING: INFORMATION Notes:

MG: 5	GD: 0	KY.5.R.D.SC.10 Students will recognize faulty reasoning and false premises in an argument

MG: 5	GD: 0	KY.5.R.I.EU.2 Students will understand that references from texts provide evidence to support conclusions drawn about the message, the information presented, or the author's perspective.
MG: 5	GD: 0	KY.5.R.I.EU.3 Students will understand that authors make intentional choices that are designed to produce a desired effect on the reader.
MG: 5	GD: 0	KY.5.R.I.SC.3 Students will use text references to identify and explain author's purpose, author's message (implied or stated), or arguments and supporting evidence
MG: 5	GD: 0	KY.6.R.I.SC.6 Students will demonstrate understanding of informational passages/texts: • distinguish between informative or persuasive passages • identify use of persuasive techniques (e.g., emotional appeal, testimonial, bandwagon, expert opinion) • use evidence/references from the text to state central/main idea and details that support them • distinguish between facts and opinions found in texts • identify information in a passage that is supported by facts • explain the purposes of text features in different types of informational texts

Cluster: Integration of Knowledge and Ideas

CCSS: **CC.5.R.I.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.**

Grade: 5 DM: 3 = Excellent match between the two documents

Strand: READING: INFORMATION Notes:

MG: 5	GD: 0	KY.5.R.D.SC.5 Students will make connections and synthesize information within and across texts
MG: 5	GD: 0	KY.5.R.R.EU.2 Students will understand that references from texts provide evidence of applying ideas and making text-to-self, text-to-texts, and texts-to-real world connections.
MG: 5	GD: 0	KY.5.R.R.SC.4 Students will read a wide range of texts, including texts by the same author, about the same subject, or from the same genre in order to respond and make connections (text-to-self, text-to-text, text-to-world)
MG: 5	GD: 0	KY.5.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from research or reading), explaining reflections or related connections (e.g., identifying relationships and own experiences, offering support for conclusions, organizing prior knowledge about a topic)

Cluster: Range of Reading and Complexity of Text

CCSS: **CC.5.R.I.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.**

Grade: 5 DM: 3 = Excellent match between the two documents

Strand: READING: INFORMATION Notes:

MG: 5	GD: 0	KY.5.R.F.SC.1 Students will read grade-appropriate texts with automaticity; read multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns; and explain the purpose of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of a variety of texts
MG: 5	GD: 0	KY.5.R.F.SC.3 Students will read grade-appropriate material --orally and silently --with accuracy and fluency
MG: 5	GD: 0	KY.5.R.F.SC.4 Students will use a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, compound words, or differences in meaning to assist comprehension • identify syllables and parts of words (e.g., prefixes, suffixes, base words) and apply the meanings to comprehend unfamiliar words • describe words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information (e.g., dates, places); skim to get the general meaning of a passage
MG: 5	GD: 0	KY.5.R.I.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts

Grade: 5

MG: 5	GD: 0	KY.5.R.U.EU.1 Students will understand that reading a wide range of print and non-print texts builds an understanding of texts, of themselves, and of different cultures.
MG: 5	GD: 0	KY.5.R.U.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying, literal and inferential questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts

Cluster: Key Ideas and Details

CCSS: **CC.6.R.I.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

Grade: 6 DM: 3 = Excellent match between the two documents

Strand: READING: INFORMATION Notes:

MG: 6	GD: 0	KY.6.R.F.SC.4 Students will use a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, differences in meaning, or simple analogies to assist comprehension • interpret and explain literal and non-literal meanings of words or phrases, based on context • identify syllables and parts of words (e.g., prefixes, suffixes, base words, common roots) and apply their meanings to comprehend unfamiliar words • describe words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information (e.g., dates, places); skim to get the general meaning of a passage
MG: 6	GD: 0	KY.6.R.I.SC.3 Students will use text references to explain author's purpose, author's message or theme and supporting evidence
MG: 6	GD: 0	KY.6.R.I.SC.4 Students will record and organize ideas to show understanding of central ideas and interrelationships (e.g., charting, mapping, graphic organizer, outlining, note taking)
MG: 6	GD: 0	KY.6.R.I.SC.6 Students will demonstrate understanding of informational passages/texts: • distinguish between informative or persuasive passages • identify use of persuasive techniques (e.g., emotional appeal, testimonial, bandwagon, expert opinion) • use evidence/references from the text to state central/main idea and details that support them • distinguish between facts and opinions found in texts • identify information in a passage that is supported by facts • explain the purposes of text features in different types of informational texts
MG: 6	GD: 0	KY.6.R.U.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying, literal and inferential questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts
MG: 6	GD: 0	KY.6.R.U.SC.5 Students will paraphrase and summarize information from texts of various lengths; make text-based inferences; draw conclusions based on what is read
MG: 6	GD: 0	KY.6.R.U.SC.7 Students will demonstrate understanding of informational passages/texts: • locate key ideas, information, facts or details • use information from text to state and support central/main idea • use information from texts to accomplish a specific task or answer questions • use text features and visual information (e.g., maps, charts, graphs , timelines, visual organizers) to understand texts

Cluster: Key Ideas and Details

CCSS: **CC.6.R.I.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: 6 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: INFORMATION Notes: KY.6.R.I.SC.6 matches part b) use information from text to state and support central/main idea.

MG: 6	GD: 0	KY.6.R.I.SC.3 Students will use text references to explain author's purpose, author's message or theme and supporting evidence
MG: 6	GD: 0	KY.6.R.I.SC.4 Students will record and organize ideas to show understanding of central ideas and interrelationships (e.g., charting, mapping, graphic organizer, outlining, note taking)

MG: 6	GD: 0	KY.6.R.I.SC.6 Students will demonstrate understanding of informational passages/texts: • distinguish between informative or persuasive passages • identify use of persuasive techniques (e.g., emotional appeal, testimonial, bandwagon, expert opinion) • use evidence/references from the text to state central/main idea and details that support them • distinguish between facts and opinions found in texts • identify information in a passage that is supported by facts • explain the purposes of text features in different types of informational texts
MG: 6	GD: 0	KY.6.R.U.SC.2 Students will use text structure cues (e.g., chronology, cause/effect, compare/contrast, description, classification, logical/sequential), to aid in comprehension

Cluster: Key Ideas and Details

CCSS: **CC.6.R.I.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).**

Grade: 6 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: INFORMATION Notes:

MG: 6	GD: 0	KY.6.R.D.SC.7 Students will make connections and synthesize information within and across texts (e.g., comparing themes, ideas, concept development)
MG: 6	GD: 0	KY.6.R.R.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts to make connections
MG: 6	GD: 0	KY.6.R.U.SC.2 Students will use text structure cues (e.g., chronology, cause/effect, compare/contrast, description, classification, logical/sequential), to aid in comprehension

Cluster: Craft and Structure

CCSS: **CC.6.R.I.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.**

Grade: 6 DM: 3 = Excellent match between the two documents

Strand: READING: INFORMATION Notes: KY.6.R.I.SC.6 matches part b) identify use of persuasive techniques (e.g., emotional/logical appeal, repetition) or propaganda techniques (e.g., testimonial, bandwagon).

MG: 6	GD: 0	KY.6.R.D.SC.3 Students will evaluate what is read based on the author's purpose, message ,word choice, sentence variety, content, or use of literary elements
MG: 6	GD: 0	KY.6.R.D.SC.6 Students will explain the effectiveness of literary devices or figurative language in evoking what the author intended (e.g., picturing a setting, predicting a consequence, establishing a mood or feeling)
MG: 6	GD: 0	KY.6.R.F.SC.4 Students will use a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, differences in meaning, or simple analogies to assist comprehension • interpret and explain literal and non-literal meanings of words or phrases, based on context • identify syllables and parts of words (e.g., prefixes, suffixes, base words, common roots) and apply their meanings to comprehend unfamiliar words • describe words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information (e.g., dates, places); skim to get the general meaning of a passage
MG: 6	GD: 0	KY.6.R.I.SC.6 Students will demonstrate understanding of informational passages/texts: • distinguish between informative or persuasive passages • identify use of persuasive techniques (e.g., emotional appeal, testimonial, bandwagon, expert opinion) • use evidence/references from the text to state central/main idea and details that support them • distinguish between facts and opinions found in texts • identify information in a passage that is supported by facts • explain the purposes of text features in different types of informational texts
MG: 6	GD: 0	KY.6.R.U.SC.4 Students will explain the meaning of concrete or abstract terms, based on the context (e.g., "loaded" words, connotation, denotation)

Cluster: Craft and Structure

CCSS: **CC.6.R.I.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.**

Grade: 6 DM: 3 = Excellent match between the two documents

Strand: READING: INFORMATION Notes:

MG: 6	GD: 0	KY.6.R.D.SC.1 Students will analyze how text features organize information for clarity or for usefulness
MG: 6	GD: 0	KY.6.R.D.SC.2 Students will identify the organizational pattern used (e.g., description, sequence, cause/effect, compare/contrast, logical/sequential) and explain how it helps in understanding the passage (e.g., organizing key ideas) and meeting the author's purpose
MG: 6	GD: 0	KY.6.R.D.SC.7 Students will make connections and synthesize information within and across texts (e.g., comparing themes, ideas, concept development)
MG: 6	GD: 0	KY.6.R.I.SC.2 Students will use text structure cues (e.g., chronology, cause/effect, compare/contrast, description, logical/sequential) to aid comprehension
MG: 6	GD: 0	KY.6.R.I.SC.3 Students will use text references to explain author's purpose, author's message or theme and supporting evidence
MG: 6	GD: 0	KY.6.R.U.SC.2 Students will use text structure cues (e.g., chronology, cause/effect, compare/contrast, description, classification, logical/sequential), to aid in comprehension

Cluster: Craft and Structure

CCSS: **CC.6.R.I.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.**

Grade: 6 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: INFORMATION Notes:

MG: 6	GD: 0	KY.6.R.D.SC.9 Students will evaluate arguments, interpret, and analyze information from multiple sources by synthesizing arguments or claims to discover the relationship between the parts
MG: 6	GD: 0	KY.6.R.I.SC.3 Students will use text references to explain author's purpose, author's message or theme and supporting evidence

Cluster: Integration of Knowledge and Ideas

CCSS: **CC.6.R.I.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.**

Grade: 6 DM: 3 = Excellent match between the two documents

Strand: READING: INFORMATION Notes:

MG: 6	GD: 0	KY.6.R.D.SC.6 Students will explain the effectiveness of literary devices or figurative language in evoking what the author intended (e.g., picturing a setting, predicting a consequence, establishing a mood or feeling)
MG: 6	GD: 0	KY.6.R.I.SC.3 Students will use text references to explain author's purpose, author's message or theme and supporting evidence
MG: 6	GD: 0	KY.6.R.I.SC.6 Students will demonstrate understanding of informational passages/texts: • distinguish between informative or persuasive passages • identify use of persuasive techniques (e.g., emotional appeal, testimonial, bandwagon, expert opinion) • use evidence/references from the text to state central/main idea and details that support them • distinguish between facts and opinions found in texts • identify information in a passage that is supported by facts • explain the purposes of text features in different types of informational texts
MG: 6	GD: 0	KY.6.R.U.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying, literal and inferential questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts

MG: 7 GD: -1 KY.7.R.U.SC.7 Students will demonstrate understanding of informational passages/texts: • locate key ideas, information, facts or details • use information from text to state and support central/main idea • use information from text to accomplish a specific task or to answer questions • use text features and visual information (e.g., maps, charts, graphs, timelines, visual organizers) to understand texts

Cluster: Integration of Knowledge and Ideas

CCSS: **CC.6.R.I.8 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.**

Grade: 6 DM: 3 = Excellent match between the two documents

Strand: READING: INFORMATION Notes:

MG: 6 GD: 0 KY.6.R.D.SC.11 Students will evaluate the quality of evidence used to support or oppose an argument

MG: 6 GD: 0 KY.6.R.D.SC.8 Students will evaluate the accuracy of information presented in texts

MG: 6 GD: 0 KY.6.R.I.SC.6 Students will demonstrate understanding of informational passages/texts: • distinguish between informative or persuasive passages • identify use of persuasive techniques (e.g., emotional appeal, testimonial, bandwagon, expert opinion) • use evidence/references from the text to state central/main idea and details that support them • distinguish between facts and opinions found in texts • identify information in a passage that is supported by facts • explain the purposes of text features in different types of informational texts

Cluster: Integration of Knowledge and Ideas

CCSS: **CC.6.R.I.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).**

Grade: 6 DM: 3 = Excellent match between the two documents

Strand: READING: INFORMATION Notes: KY.6.R.R.SC.3 matches part b) provide text references/evidence to support connections (text-to-self, text-to-text, text-to-world).

MG: 6 GD: 0 KY.6.R.D.SC.7 Students will make connections and synthesize information within and across texts (e.g., comparing themes, ideas, concept development)

MG: 6 GD: 0 KY.6.R.D.SC.9 Students will evaluate arguments, interpret, and analyze information from multiple sources by synthesizing arguments or claims to discover the relationship between the parts

MG: 6 GD: 0 KY.6.R.R.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts to make connections

MG: 6 GD: 0 KY.6.R.R.SC.3 Students will use evidence from text(s) to generate a personal response to what is read or viewed: • relate texts to prior knowledge, personal experiences, other texts or ideas • provide text references/evidence to support connections (text-to-self, text-to-text, text-to-world)

MG: 6 GD: 0 KY.6.R.R.SC.4 Students will read a wide range of texts, including texts by the same author, about the same subject or theme, or from the same genre in order to respond and make connections (text-to-self, text-to-text, text-to-world)

MG: 6 GD: 0 KY.6.R.U.SC.5 Students will paraphrase and summarize information from texts of various lengths; make text-based inferences; draw conclusions based on what is read

Cluster: Range of Reading and Level of Text Complexity

CCSS: **CC.6.R.I.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.**

Grade: 6 DM: 3 = Excellent match between the two documents

Strand: READING: INFORMATION Notes:

MG: 6 GD: 0 KY.6.R.F.SC.1 Students will apply context and self-correction strategies while reading

MG: 6	GD: 0	KY.6.R.F.SC.3 Students will read grade-appropriate material -- orally and silently- with automaticity (accuracy and fluency, phrasing, expression, and attention to text features
MG: 6	GD: 0	KY.6.R.I.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts

Cluster: Key Ideas and Details

CCSS: **CC.7.R.I.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: 7 DM: 3 = Excellent match between the two documents

Strand: READING: INFORMATION Notes:

MG: 7	GD: 0	KY.7.R.F.SC.4 Students will use a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, shades of meaning, or analogies to assist comprehension • interpret the meaning of jargon, dialect or specialized vocabulary used in a passage • interpret and explain literal and non-literal meanings of words or phrases, based on use in context • identify syllables and parts of words (e.g., prefixes, suffixes, base words, common roots) and apply their meanings to comprehend unfamiliar words • describe words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows • scan to find specific key information; skim to get the general meaning of a passage
MG: 7	GD: 0	KY.7.R.I.SC.3 Students will use text references to explain author's purpose, author's message or theme, and supporting evidence
MG: 7	GD: 0	KY.7.R.U.SC.5 Students will make text-based inferences; draw conclusions based on what is read
MG: 7	GD: 0	KY.7.R.U.SC.7 Students will demonstrate understanding of informational passages/texts: • locate key ideas, information, facts or details • use information from text to state and support central/main idea • use information from text to accomplish a specific task or to answer questions • use text features and visual information (e.g., maps, charts, graphs, timelines, visual organizers) to understand texts

Cluster: Key Ideas and Details

CCSS: **CC.7.R.I.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.**

Grade: 7 DM: 3 = Excellent match between the two documents

Strand: READING: INFORMATION Notes:

MG: 7	GD: 0	KY.7.R.D.SC.7 Students will make comparisons and synthesize information within and across texts (e.g., comparing themes, ideas, concept development, literary elements, events)
MG: 7	GD: 0	KY.7.R.D.SC.9 Students will evaluate arguments, interpret, and analyze information from multiple sources by synthesizing arguments or claims to discover the relationship between the parts
MG: 7	GD: 0	KY.7.R.I.SC.2 Students will use text structure cues (e.g., chronology, cause/effect, compare/contrast, proposition and support, description, classification, logical/sequential) to aid comprehension
MG: 7	GD: 0	KY.7.R.U.SC.2 Students will use text structure cues (e.g., chronology, cause/effect, compare/contrast, proposition and support, description, classification, logical/sequential) to aid in comprehension
MG: 7	GD: 0	KY.7.R.U.SC.4 Students will paraphrase and summarize information from texts of various lengths

Cluster: Key Ideas and Details

CCSS: **CC.7.R.I.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).**

Grade: 7 DM: 3 = Excellent match between the two documents

Strand: READING: INFORMATION Notes:

MG: 7	GD: 0	KY.7.R.D.SC.1 Students will analyze how text features organize information for clarity or for usefulness

MG: 7	GD: 0	KY.7.R.D.SC.2 Students will apply knowledge of the organizational pattern used (e.g., description, sequence, cause/effect, compare/contrast, logical/sequential, problem/solution) and explain how it helps in understanding the passage and meeting the author's purpose
MG: 7	GD: 0	KY.7.R.D.SC.3 Students will evaluate what is read, based on the author's word choice, sentence variety, content, tone and style, or use of literary elements
MG: 7	GD: 0	KY.7.R.D.SC.5 Students will interpret the interactions among literary elements within and across a variety of texts
MG: 7	GD: 0	KY.7.R.D.SC.6 Students will explain the effectiveness of literary devices or figurative language in evoking what the author intended (e.g., picturing a setting, predicting a consequence, establishing a mood or feeling)
MG: 7	GD: 0	KY.7.R.I.SC.2 Students will use text structure cues (e.g., chronology, cause/effect, compare/contrast, proposition and support, description, classification, logical/sequential) to aid comprehension
MG: 7	GD: 0	KY.7.R.I.SC.6 Students will demonstrate understanding of informational passages/texts: • distinguish between informative or persuasive passages • identify use of persuasive techniques (e.g., logical/emotional/ethical appeal, repetition, rhetorical question) and propaganda techniques (e.g., testimonial, bandwagon) • use evidence/references from the text to state central/main idea and details that support them; explain the importance of details in a passage • understand cause-effect inferences • distinguish between facts and opinions found in texts • explain the purposes of text features in different types of informational texts
MG: 7	GD: 0	KY.7.R.U.SC.7 Students will demonstrate understanding of informational passages/texts: • locate key ideas, information, facts or details • use information from text to state and support central/main idea • use information from text to accomplish a specific task or to answer questions • use text features and visual information (e.g., maps, charts, graphs, timelines, visual organizers) to understand texts

Cluster: Craft and Structure

CCSS: **CC.7.R.I.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.**

Grade: 7 DM: 3 = Excellent match between the two documents

Strand: READING: INFORMATION Notes: KY.7.R.F.SC.4 matches to parts d) interpret the meaning of jargon, dialect or specialized vocabulary used in a passage; and e) interpret and explain literal and non-literal meanings of words or phrases, based on use in context.

MG: 7	GD: 0	KY.7.R.D.SC.3 Students will evaluate what is read, based on the author's word choice, sentence variety, content, tone and style, or use of literary elements
MG: 7	GD: 0	KY.7.R.D.SC.5 Students will interpret the interactions among literary elements within and across a variety of texts
MG: 7	GD: 0	KY.7.R.D.SC.6 Students will explain the effectiveness of literary devices or figurative language in evoking what the author intended (e.g., picturing a setting, predicting a consequence, establishing a mood or feeling)
MG: 7	GD: 0	KY.7.R.F.SC.4 Students will use a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, shades of meaning, or analogies to assist comprehension • interpret the meaning of jargon, dialect or specialized vocabulary used in a passage • interpret and explain literal and non-literal meanings of words or phrases, based on use in context • identify syllables and parts of words (e.g., prefixes, suffixes, base words, common roots) and apply their meanings to comprehend unfamiliar words • describe words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows • scan to find specific key information; skim to get the general meaning of a passage
MG: 7	GD: 0	KY.7.R.U.SC.3 Students will explain the meaning of concrete or abstract terms, based on the context (e.g., "loaded" words, connotation, denotation)

Cluster: Craft and Structure

CCSS: **CC.7.R.I.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.**

Grade: 7 DM: 3 = Excellent match between the two documents

Strand: READING: INFORMATION Notes:

MG: 7	GD: 0	KY.7.R.D.SC.1 Students will analyze how text features organize information for clarity or for usefulness
MG: 7	GD: 0	KY.7.R.D.SC.12 Students will evaluate the use of persuasive or propaganda techniques
MG: 7	GD: 0	KY.7.R.D.SC.2 Students will apply knowledge of the organizational pattern used (e.g., description, sequence, cause/effect, compare/contrast, logical/sequential, problem/solution) and explain how it helps in understanding the passage and meeting the author's purpose
MG: 7	GD: 0	KY.7.R.D.SC.3 Students will evaluate what is read, based on the author's word choice, sentence variety, content, tone and style, or use of literary elements
MG: 7	GD: 0	KY.7.R.D.SC.5 Students will interpret the interactions among literary elements within and across a variety of texts
MG: 7	GD: 0	KY.7.R.I.SC.2 Students will use text structure cues (e.g., chronology, cause/effect, compare/contrast, proposition and support, description, classification, logical/sequential) to aid comprehension
MG: 7	GD: 0	KY.7.R.I.SC.6 Students will demonstrate understanding of informational passages/texts: • distinguish between informative or persuasive passages • identify use of persuasive techniques (e.g., logical/emotional/ethical appeal, repetition, rhetorical question) and propaganda techniques (e.g., testimonial, bandwagon) • use evidence/references from the text to state central/main idea and details that support them; explain the importance of details in a passage • understand cause-effect inferences • distinguish between facts and opinions found in texts • explain the purposes of text features in different types of informational texts
MG: 7	GD: 0	KY.7.R.R.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts to make connections
MG: 7	GD: 0	KY.7.R.U.SC.2 Students will use text structure cues (e.g., chronology, cause/effect, compare/contrast, proposition and support, description, classification, logical/sequential) to aid in comprehension

Cluster: Craft and Structure

CCSS: **CC.7.R.I.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.**

Grade: 7 DM: 3 = Excellent match between the two documents

Strand: READING: INFORMATION Notes:

MG: 7	GD: 0	KY.7.R.D.SC.3 Students will evaluate what is read, based on the author's word choice, sentence variety, content, tone and style, or use of literary elements
MG: 7	GD: 0	KY.7.R.D.SC.7 Students will make comparisons and synthesize information within and across texts (e.g., comparing themes, ideas, concept development, literary elements, events)
MG: 7	GD: 0	KY.7.R.I.SC.3 Students will use text references to explain author's purpose, author's message or theme, and supporting evidence
MG: 7	GD: 0	KY.7.R.I.SC.6 Students will demonstrate understanding of informational passages/texts: • distinguish between informative or persuasive passages • identify use of persuasive techniques (e.g., logical/emotional/ethical appeal, repetition, rhetorical question) and propaganda techniques (e.g., testimonial, bandwagon) • use evidence/references from the text to state central/main idea and details that support them; explain the importance of details in a passage • understand cause-effect inferences • distinguish between facts and opinions found in texts • explain the purposes of text features in different types of informational texts

Cluster: Integration of Knowledge and Ideas

CCSS: **CC.7.R.I.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).**

Grade: 7 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: INFORMATION Notes:

MG: 7	GD: 0	KY.7.R.D.SC.3 Students will evaluate what is read, based on the author's word choice, sentence variety, content, tone and style, or use of literary elements
MG: 7	GD: 0	KY.7.R.D.SC.5 Students will interpret the interactions among literary elements within and across a variety of texts
MG: 7	GD: 0	KY.7.R.D.SC.7 Students will make comparisons and synthesize information within and across texts (e.g., comparing themes, ideas, concept development, literary elements, events)
MG: 7	GD: 0	KY.7.R.R.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts to make connections

Cluster: Integration of Knowledge and Ideas

CCSS: **CC.7.R.I.8 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.**

Grade: 7 DM: 3 = Excellent match between the two documents

Strand: READING: INFORMATION Notes:

MG: 7	GD: 0	KY.7.R.D.SC.10 Students will evaluate connections among evidences and inferences
MG: 7	GD: 0	KY.7.R.D.SC.2 Students will apply knowledge of the organizational pattern used (e.g., description, sequence, cause/effect, compare/contrast, logical/sequential, problem/solution) and explain how it helps in understanding the passage and meeting the author's purpose
MG: 7	GD: 0	KY.7.R.D.SC.9 Students will evaluate arguments, interpret, and analyze information from multiple sources by synthesizing arguments or claims to discover the relationship between the parts
MG: 7	GD: 0	KY.7.R.I.SC.2 Students will use text structure cues (e.g., chronology, cause/effect, compare/contrast, proposition and support, description, classification, logical/sequential) to aid comprehension
MG: 7	GD: 0	KY.7.R.I.SC.3 Students will use text references to explain author's purpose, author's message or theme, and supporting evidence

Cluster: Integration of Knowledge and Ideas

CCSS: **CC.7.R.I.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.**

Grade: 7 DM: 3 = Excellent match between the two documents

Strand: READING: INFORMATION Notes:

MG: 7	GD: 0	KY.7.R.D.SC.2 Students will apply knowledge of the organizational pattern used (e.g., description, sequence, cause/effect, compare/contrast, logical/sequential, problem/solution) and explain how it helps in understanding the passage and meeting the author's purpose
MG: 7	GD: 0	KY.7.R.D.SC.7 Students will make comparisons and synthesize information within and across texts (e.g., comparing themes, ideas, concept development, literary elements, events)
MG: 7	GD: 0	KY.7.R.D.SC.8 Students will evaluate the accuracy of information presented in texts

MG: 7	GD: 0	KY.7.R.D.SC.9 Students will evaluate arguments, interpret, and analyze information from multiple sources by synthesizing arguments or claims to discover the relationship between the parts
MG: 7	GD: 0	KY.7.R.I.SC.6 Students will demonstrate understanding of informational passages/texts: • distinguish between informative or persuasive passages • identify use of persuasive techniques (e.g., logical/emotional/ethical appeal, repetition, rhetorical question) and propaganda techniques (e.g., testimonial, bandwagon) • use evidence/references from the text to state central/main idea and details that support them; explain the importance of details in a passage • understand cause-effect inferences • distinguish between facts and opinions found in texts • explain the purposes of text features in different types of informational texts
MG: 7	GD: 0	KY.7.R.R.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts to make connections
MG: 7	GD: 0	KY.7.R.R.SC.4 Students will read a wide range of texts, including texts by the same author, about the same subject or theme, or from the same genre in order to respond and make connections (text-to-self, text-to-text, text-to-world)

Cluster: Range of Reading and Level of Text Complexity

CCSS: **CC.7.R.I.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.**

Grade: 7 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: INFORMATION Notes:

MG: 7	GD: 0	KY.7.R.F.SC.1 Students will apply context and self-correction strategies while reading
MG: 7	GD: 0	KY.7.R.F.SC.3 Students will read grade-appropriate material -- orally and silently- with automaticity (accuracy and fluency, phrasing, expression, and attention to text features - e.g., punctuation, italics, dialogue)
MG: 7	GD: 0	KY.7.R.I.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts
MG: 7	GD: 0	KY.7.R.U.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating, clarifying, literal and inferential questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts

Cluster: Key Ideas and Details

CCSS: **CC.8.R.I.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: 8 DM: 3 = Excellent match between the two documents

Strand: READING: INFORMATION Notes:

MG: 8	GD: 0	KY.8.R.F.SC.4 Students will se a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, shades of meaning, or analogies to assist comprehension • interpret the meaning of jargon, dialect, or specialized vocabulary used in a passage • interpret and explain literal and non-literal meanings of words or phrases, analogies, idioms and allusions, based on use in context • apply knowledge of synonyms, antonyms, word parts (e.g., roots, affixes , cognates) • explain and organize words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information; skim to get the general meaning of a passage
MG: 8	GD: 0	KY.8.R.I.SC.6 Students will demonstrate understanding of informational passages/texts: • identify and explain use of persuasive techniques (e.g., logical/emotional/ethical appeal, repetition, rhetorical question, allusion) and propaganda techniques (e.g., testimonial, bandwagon, transfer, personal attack) • use evidence/references from the text to state central/main idea and details that support them; or analyze the importance of details used in a passage • understand cause-effect inferences • identify an author's arguments and identify evidence from the passage to support the author's argument • distinguish between facts and opinions found in texts • explain the purposes of text features in different types of informational texts
MG: 8	GD: 0	KY.8.R.U.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, generating clarifying, literal and inferential questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts
MG: 8	GD: 0	KY.8.R.U.SC.5 Students will make text-based inferences; draw conclusions based on what is read
MG: 8	GD: 0	KY.8.R.U.SC.7 Students will demonstrate understanding of informational passages/texts: • locate key ideas, information, facts or details • use information from text to state and support central/main idea • use information from text to accomplish a specific task or answer questions • use text features and visual information (e.g., maps, charts, graphs, time lines, visual organizers) to understand texts

Cluster: Key Ideas and Details

CCSS: **CC.8.R.I.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.**

Grade: 8 DM: 3 = Excellent match between the two documents

Strand: READING: INFORMATION Notes:

MG: 8	GD: 0	KY.8.R.D.SC.2 Students will identify the organizational pattern used (e.g., description, sequence, cause/effect, compare/contrast, logical/sequential, problem/solution, proposition/support) and explain how it helps in understanding the passage and meeting the author's purpose
MG: 8	GD: 0	KY.8.R.D.SC.3 Students will evaluate what is read based on the author's purpose, message, word choice, sentence variety, content, tone, style or use of literary elements
MG: 8	GD: 0	KY.8.R.I.SC.2 Students will use text structure cues (e.g., chronology, cause/effect, compare/contrast, proposition and support, description, classification, logical/sequential) to aid comprehension
MG: 8	GD: 0	KY.8.R.I.SC.3 Students will use text references to explain author's purpose, author's message or theme, and supporting evidence

MG: 8	GD: 0	KY.8.R.I.SC.6 Students will demonstrate understanding of informational passages/texts: • identify and explain use of persuasive techniques (e.g., logical/emotional/ethical appeal, repetition, rhetorical question, allusion) and propaganda techniques (e.g., testimonial, bandwagon, transfer, personal attack) • use evidence/references from the text to state central/main idea and details that support them; or analyze the importance of details used in a passage • understand cause-effect inferences • identify an author's arguments and identify evidence from the passage to support the author's argument • distinguish between facts and opinions found in texts • explain the purposes of text features in different types of informational texts
MG: 8	GD: 0	KY.8.R.R.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts to make connections
MG: 8	GD: 0	KY.8.R.U.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, generating clarifying, literal and inferential questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts
MG: 8	GD: 0	KY.8.R.U.SC.2 Students will use text structure cues (e.g., chronology, cause/effect, compare/contrast, proposition/support, description, classification, logical/sequential) to aid in comprehension
MG: 8	GD: 0	KY.8.R.U.SC.4 Students will paraphrase and summarize information from texts of various lengths
MG: 8	GD: 0	KY.8.R.U.SC.5 Students will make text-based inferences; draw conclusions based on what is read
MG: 8	GD: 0	KY.8.R.U.SC.7 Students will demonstrate understanding of informational passages/texts: • locate key ideas, information, facts or details • use information from text to state and support central/main idea • use information from text to accomplish a specific task or answer questions • use text features and visual information (e.g., maps, charts, graphs, time lines, visual organizers) to understand texts

Cluster: Key Ideas and Details

CCSS: **CC.8.R.I.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).**

Grade: 8 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: INFORMATION Notes:

MG: 8	GD: 0	KY.8.R.D.SC.2 Students will identify the organizational pattern used (e.g., description, sequence, cause/effect, compare/contrast, logical/sequential, problem/solution, proposition/support) and explain how it helps in understanding the passage and meeting the author's purpose
MG: 8	GD: 0	KY.8.R.D.SC.3 Students will evaluate what is read based on the author's purpose, message, word choice, sentence variety, content, tone, style or use of literary elements
MG: 8	GD: 0	KY.8.R.I.SC.2 Students will use text structure cues (e.g., chronology, cause/effect, compare/contrast, proposition and support, description, classification, logical/sequential) to aid comprehension
MG: 8	GD: 0	KY.8.R.R.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts to make connections
MG: 8	GD: 0	KY.8.R.U.SC.2 Students will use text structure cues (e.g., chronology, cause/effect, compare/contrast, proposition/support, description, classification, logical/sequential) to aid in comprehension

Cluster: Craft and Structure

CCSS: **CC.8.R.I.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.**

Grade: 8 DM: 3 = Excellent match between the two documents

Strand: READING: INFORMATION Notes:

MG: 8	GD: 0	KY.8.R.D.SC.3 Students will evaluate what is read based on the author's purpose, message, word choice, sentence variety, content, tone, style or use of literary elements
MG: 8	GD: 0	KY.8.R.F.SC.4 Students will se a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, shades of meaning, or analogies to assist comprehension • interpret the meaning of jargon, dialect, or specialized vocabulary used in a passage • interpret and explain literal and non-literal meanings of words or phrases, analogies, idioms and allusions, based on use in context • apply knowledge of synonyms, antonyms, word parts (e.g., roots, affixes , cognates) • explain and organize words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information; skim to get the general meaning of a passage
MG: 8	GD: 0	KY.8.R.U.SC.3 Students will explain the meaning of concrete or abstract terms, based on the context (e.g., "loaded" words, connotation, denotation)

Cluster: Craft and Structure

CCSS: **CC.8.R.I.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.**

Grade: 8 DM: 3 = Excellent match between the two documents

Strand: READING: INFORMATION Notes:

MG: 8	GD: 0	KY.8.R.D.SC.2 Students will identify the organizational pattern used (e.g., description, sequence, cause/effect, compare/contrast, logical/sequential, problem/solution, proposition/support) and explain how it helps in understanding the passage and meeting the author's purpose
MG: 8	GD: 0	KY.8.R.D.SC.3 Students will evaluate what is read based on the author's purpose, message, word choice, sentence variety, content, tone, style or use of literary elements
MG: 8	GD: 0	KY.8.R.D.SC.7 Students will make comparisons and synthesize information within and across texts (e.g., comparing themes, ideas, concept development, literary elements, events)
MG: 8	GD: 0	KY.8.R.I.SC.2 Students will use text structure cues (e.g., chronology, cause/effect, compare/contrast, proposition and support, description, classification, logical/sequential) to aid comprehension
MG: 8	GD: 0	KY.8.R.I.SC.6 Students will demonstrate understanding of informational passages/texts: • identify and explain use of persuasive techniques (e.g., logical/emotional/ethical appeal, repetition, rhetorical question, allusion) and propaganda techniques (e.g., testimonial, bandwagon, transfer, personal attack) • use evidence/references from the text to state central/main idea and details that support them; or analyze the importance of details used in a passage • understand cause-effect inferences • identify an author's arguments and identify evidence from the passage to support the author's argument • distinguish between facts and opinions found in texts • explain the purposes of text features in different types of informational texts
MG: 8	GD: 0	KY.8.R.R.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts to make connections

MG: 8	GD: 0	KY.8.R.R.SC.3 Students will use evidence from text(s) to formulate and justify opinions about what is read or viewed: • relate texts to prior knowledge, personal experiences, other texts, or ideas • provide text references/evidence to support connections (text-to-self, text-to-text, text-to-world)
MG: 8	GD: 0	KY.8.R.U.SC.2 Students will use text structure cues (e.g., chronology, cause/effect, compare/contrast, proposition/support, description, classification, logical/sequential) to aid in comprehension
MG: 8	GD: 0	KY.8.R.U.SC.7 Students will demonstrate understanding of informational passages/texts: • locate key ideas, information, facts or details • use information from text to state and support central/main idea • use information from text to accomplish a specific task or answer questions • use text features and visual information (e.g., maps, charts, graphs, time lines, visual organizers) to understand texts

Cluster: Craft and Structure

CCSS: **CC.8.R.I.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.**

Grade: 8 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: INFORMATION Notes: Point of view not specifically referenced in KY standards.

MG: 8	GD: 0	KY.8.R.D.SC.3 Students will evaluate what is read based on the author's purpose, message, word choice, sentence variety, content, tone, style or use of literary elements
MG: 8	GD: 0	KY.8.R.D.SC.7 Students will make comparisons and synthesize information within and across texts (e.g., comparing themes, ideas, concept development, literary elements, events)
MG: 8	GD: 0	KY.8.R.I.SC.2 Students will use text structure cues (e.g., chronology, cause/effect, compare/contrast, proposition and support, description, classification, logical/sequential) to aid comprehension
MG: 8	GD: 0	KY.8.R.U.SC.2 Students will use text structure cues (e.g., chronology, cause/effect, compare/contrast, proposition/support, description, classification, logical/sequential) to aid in comprehension

Cluster: Integration of Knowledge and Ideas

CCSS: **CC.8.R.I.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.**

Grade: 8 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: INFORMATION Notes:

MG: 8	GD: 0	KY.8.R.D.SC.2 Students will identify the organizational pattern used (e.g., description, sequence, cause/effect, compare/contrast, logical/sequential, problem/solution, proposition/support) and explain how it helps in understanding the passage and meeting the author's purpose
MG: 8	GD: 0	KY.8.R.D.SC.3 Students will evaluate what is read based on the author's purpose, message, word choice, sentence variety, content, tone, style or use of literary elements
MG: 8	GD: 0	KY.8.R.D.SC.7 Students will make comparisons and synthesize information within and across texts (e.g., comparing themes, ideas, concept development, literary elements, events)
MG: 8	GD: 0	KY.8.R.R.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts to make connections
MG: 8	GD: 0	KY.8.R.R.SC.4 Students will read a wide range of texts, including texts by the same author, about the same subject or theme, or from the same genre in order to respond and make connections (text-to-self, text-to-text, text-to-world)

Cluster: Integration of Knowledge and Ideas

CCSS: **CC.8.R.I.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.**

Grade: 8 DM: 3 = Excellent match between the two documents

Strand: READING: INFORMATION Notes:

MG: 8	GD: 0	KY.8.R.D.SC.11 Students will evaluate the quality of evidence used to support or oppose an argument
MG: 8	GD: 0	KY.8.R.D.SC.12 Students will evaluate the use of persuasive or propaganda techniques
MG: 8	GD: 0	KY.8.R.D.SC.2 Students will identify the organizational pattern used (e.g., description, sequence, cause/effect, compare/contrast, logical/sequential, problem/solution, proposition/support) and explain how it helps in understanding the passage and meeting the author's purpose
MG: 8	GD: 0	KY.8.R.D.SC.3 Students will evaluate what is read based on the author's purpose, message, word choice, sentence variety, content, tone, style or use of literary elements
MG: 8	GD: 0	KY.8.R.I.SC.2 Students will use text structure cues (e.g., chronology, cause/effect, compare/contrast, proposition and support, description, classification, logical/sequential) to aid comprehension
MG: 8	GD: 0	KY.8.R.I.SC.4 Students will record and organize ideas to show understanding of central ideas and interrelationships (e.g., charting, mapping, graphic organizers, outlining, note taking)
MG: 8	GD: 0	KY.8.R.U.SC.5 Students will make text-based inferences; draw conclusions based on what is read
MG: 8	GD: 0	KY.8.R.U.SC.7 Students will demonstrate understanding of informational passages/texts: • locate key ideas, information, facts or details • use information from text to state and support central/main idea • use information from text to accomplish a specific task or answer questions • use text features and visual information (e.g., maps, charts, graphs, time lines, visual organizers) to understand texts

Cluster: Integration of Knowledge and Ideas

CCSS: **CC.8.R.I.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.**

Grade: 8 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: INFORMATION Notes:

MG: 8	GD: 0	KY.8.R.D.SC.11 Students will evaluate the quality of evidence used to support or oppose an argument
MG: 8	GD: 0	KY.8.R.D.SC.2 Students will identify the organizational pattern used (e.g., description, sequence, cause/effect, compare/contrast, logical/sequential, problem/solution, proposition/support) and explain how it helps in understanding the passage and meeting the author's purpose
MG: 8	GD: 0	KY.8.R.D.SC.3 Students will evaluate what is read based on the author's purpose, message, word choice, sentence variety, content, tone, style or use of literary elements
MG: 8	GD: 0	KY.8.R.D.SC.7 Students will make comparisons and synthesize information within and across texts (e.g., comparing themes, ideas, concept development, literary elements, events)
MG: 8	GD: 0	KY.8.R.D.SC.9 Students will evaluate arguments, interpret and analyze information from multiple sources by synthesizing arguments or claims to discover the relationship between the parts
MG: 8	GD: 0	KY.8.R.I.SC.2 Students will use text structure cues (e.g., chronology, cause/effect, compare/contrast, proposition and support, description, classification, logical/sequential) to aid comprehension

MG: 8	GD: 0	KY.8.R.R.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts to make connections
MG: 8	GD: 0	KY.8.R.R.SC.3 Students will use evidence from text(s) to formulate and justify opinions about what is read or viewed: • relate texts to prior knowledge, personal experiences, other texts, or ideas • provide text references/evidence to support connections (text-to-self, text-to-text, text-to-world)
MG: 8	GD: 0	KY.8.R.R.SC.4 Students will read a wide range of texts, including texts by the same author, about the same subject or theme, or from the same genre in order to respond and make connections (text-to-self, text-to-text, text-to-world)
MG: 8	GD: 0	KY.8.R.U.SC.2 Students will use text structure cues (e.g., chronology, cause/effect, compare/contrast, proposition/support, description, classification, logical/sequential) to aid in comprehension

Cluster: Range of Reading and Level of Text Complexity

CCSS: **CC.8.R.I.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.**

Grade: 8 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: INFORMATION Notes:

MG: 8	GD: 0	KY.8.R.F.SC.1 Students will apply context and self-correction strategies while reading
MG: 8	GD: 0	KY.8.R.F.SC.3 Students will read grade-appropriate material -- orally and silently- with automaticity (accuracy and fluency, phrasing, expression, and attention to text features)
MG: 8	GD: 0	KY.8.R.I.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts
MG: 8	GD: 0	KY.8.R.R.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts to make connections
MG: 8	GD: 0	KY.8.R.U.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, generating clarifying, literal and inferential questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts

Cluster: Key Ideas and Details

CCSS: **CC.9-10.R.I.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

Grade: 9-10 DM: 3 = Excellent match between the two documents

Strand: READING: INFORMATION Notes:

MG: 9-10	GD: 0	KY.9-10.R.I.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts
MG: 9-10	GD: 0	KY.9-10.R.I.SC.3 Students will use text references to explain author's purpose, author's message or theme, or supporting evidence
MG: 9-10	GD: 0	KY.9-10.R.I.SC.6 Students will demonstrate understanding of informational passages/texts: • identify and explain use of persuasive techniques (e.g., logical/emotional/ethical appeal, repetition, allusion) or propaganda techniques (e.g., testimonial, bandwagon, transfer, personal attack) • explain the purpose of text features in different types of informational texts (e.g., periodicals, newspapers, online texts, public documents/public discourse, essays, editorials, textbooks, technical manuals/reports, Internet websites, electronic media) • use evidence from the text to state the central ideas and details that support them; analyze the importance and relevance of details used in a text • use text references to support conclusions about what is read; for example, an author's opinion about a subject • understand cause-effect inferences • explain the appropriateness of an argument for an intended audience • accept or reject an argument based on evidence • distinguish between facts and opinions found in texts
MG: 9-10	GD: 0	KY.9-10.R.R.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts to analyze content or make connections
MG: 9-10	GD: 0	KY.9-10.R.U.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, generating clarifying, literal and inferential questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts
MG: 9-10	GD: 0	KY.9-10.R.U.SC.7 Students will demonstrate understanding of informational passages/texts: • locate key ideas, information, facts or details • use information from text to state and support central/main idea • use information from texts to accomplish a specific task or answer questions • use text features and visual information (e.g., maps, graphs, timelines, diagrams) to understand texts
MG: 9-12	GD: 0 to -2	KY.9-12.R.I.EU.2 Students will understand that references from texts provide evidence to support conclusions, the information presented, or the author's perspective.

Cluster: Key Ideas and Details

CCSS: **CC.9-10.R.I.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.**

Grade: 9-10 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: INFORMATION Notes:

MG: 9-10	GD: 0	KY.9-10.R.D.SC.4 Students will form and support warranted judgments/opinions/conclusions about central ideas
MG: 9-10	GD: 0	KY.9-10.R.D.SC.7 Students will make comparisons and synthesize information within and across texts (e.g., comparing themes, ideas, concept development, literary elements, events, genres)

MG: 9-10	GD: 0	KY.9-10.R.F.SC.4 Students will use a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies to determine pronunciations • apply knowledge of synonyms, antonyms, word parts (e.g., roots, affixes, cognates), and nuances of meaning to assist comprehension • interpret the meaning of jargon, dialect or specialized vocabulary in context • interpret and explain literal and non-literal meanings of words or phrases, analogies, idioms and literary allusions based on context • explain and organize words and ideas in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information; skim to get the general meaning of a passage
MG: 9-10	GD: 0	KY.9-10.R.I.SC.6 Students will demonstrate understanding of informational passages/texts: • identify and explain use of persuasive techniques (e.g., logical/emotional/ethical appeal, repetition, allusion) or propaganda techniques (e.g., testimonial, bandwagon, transfer, personal attack) • explain the purpose of text features in different types of informational texts (e.g., periodicals, newspapers, online texts, public documents/public discourse, essays, editorials, textbooks, technical manuals/reports, Internet websites, electronic media) • use evidence from the text to state the central ideas and details that support them; analyze the importance and relevance of details used in a text • use text references to support conclusions about what is read; for example, an author's opinion about a subject • understand cause-effect inferences • explain the appropriateness of an argument for an intended audience • accept or reject an argument based on evidence • distinguish between facts and opinions found in texts
MG: 9-10	GD: 0	KY.9-10.R.U.SC.4 Students will paraphrase and summarize information from texts of various lengths; distinguish between a summary and a critique
MG: 9-10	GD: 0	KY.9-10.R.U.SC.7 Students will demonstrate understanding of informational passages/texts: • locate key ideas, information, facts or details • use information from text to state and support central/main idea • use information from texts to accomplish a specific task or answer questions • use text features and visual information (e.g., maps, graphs, timelines, diagrams) to understand texts

Cluster: Key Ideas and Details

CCSS: **CC.9-10.R.I.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.**

Grade: 9-10 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: INFORMATION Notes:

MG: 9-10	GD: 0	KY.9-10.R.D.SC.4 Students will form and support warranted judgments/opinions/conclusions about central ideas
MG: 9-10	GD: 0	KY.9-10.R.D.SC.7 Students will make comparisons and synthesize information within and across texts (e.g., comparing themes, ideas, concept development, literary elements, events, genres)
MG: 9-10	GD: 0	KY.9-10.R.R.SC.3 Students will use evidence from text(s) to formulate and justify opinions about what is read or viewed: • relate texts to prior knowledge, personal experiences, other texts or ideas • provide text references/evidence to support connections (text-to-self, text-to-text, or text-to-world)

Cluster: Craft and Structure

CCSS: **CC.9-10.R.I.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).**

Grade: 9-10 DM: 3 = Excellent match between the two documents

Strand: READING: INFORMATION Notes:

MG: 9-10	GD: 0	KY.9-10.R.F.SC.4 Students will use a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies to determine pronunciations • apply knowledge of synonyms, antonyms, word parts (e.g., roots, affixes, cognates), and nuances of meaning to assist comprehension • interpret the meaning of jargon, dialect or specialized vocabulary in context • interpret and explain literal and non-literal meanings of words or phrases, analogies, idioms and literary allusions based on context • explain and organize words and ideas in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information; skim to get the general meaning of a passage
MG: 9-10	GD: 0	KY.9-10.R.F.SC.5 Students will use print and electronic resources (general and specialized dictionaries, thesauruses and glossaries) to determine the definition, pronunciation, etymology, spelling, usage of words, multiple meanings of words, or content-specific meanings of words
MG: 9-10	GD: 0	KY.9-10.R.U.SC.3 Students will explain the meaning of concrete or abstract terms, based on the context (e.g., "loaded" words, connotation, denotation)
MG: 9-12	GD: 0 to -2	KY.9-12.R.F.EU.3 Students will understand that many words have multiple meanings. Knowledge of syntax/language structure, semantics/meaning, context cues, and the use of resources can help in identifying the intended meaning of words and phrases as they are used in text.

Cluster: Craft and Structure

CCSS: **CC.9-10.R.I.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).**

Grade: 9-10 DM: 3 = Excellent match between the two documents

Strand: READING: INFORMATION Notes:

MG: 9-10	GD: 0	KY.9-10.R.D.SC.2 Students will identify organizational patterns and describe how understanding the structure helps to understand the text; analyze the organizational pattern used (e.g., description, sequence, cause/effect, compare/contrast, logical/sequential, problem/solution, proposition/support, deductive/inductive) and explain how effective it is in understanding the passage and meeting the author's purpose
MG: 9-10	GD: 0	KY.9-10.R.D.SC.3 Students will evaluate what is read, based on the author's purpose, message, word choice, sentence variety, content, tone, style or use of literary elements
MG: 9-10	GD: 0	KY.9-10.R.I.SC.2 Students will use text structure cues (e.g., chronology, cause/effect, compare/contrast, proposition and support, description, classification, logical/sequential) to aid comprehension
MG: 9-10	GD: 0	KY.9-10.R.U.SC.2 Students will use text structure cues (e.g., chronology, cause/effect, compare/contrast, proposition/support, description, classification, logical/sequential) to aid in comprehension
MG: 9-12	GD: 0 to -2	KY.9-12.R.D.EU.2 Students will understand that references from texts provide evidence to support judgments made about why and how the text was developed, considering the content, organization and form.
MG: 9-12	GD: 0 to -2	KY.9-12.R.U.EU.4 Students will understand that different types of texts place different demands on the reader. Understanding text features and structures, and characteristics associated with different genres (including print and non-print) facilitate the reader's ability to make meaning of the text.

Cluster: Craft and Structure

CCSS: **CC.9-10.R.I.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.**

Grade: 9-10 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: INFORMATION Notes:

MG: 9-10	GD: 0	KY.9-10.R.D.SC.2 Students will identify organizational patterns and describe how understanding the structure helps to understand the text; analyze the organizational pattern used (e.g., description, sequence, cause/effect, compare/contrast, logical/sequential, problem/solution, proposition/support, deductive/inductive) and explain how effective it is in understanding the passage and meeting the author's purpose
MG: 9-10	GD: 0	KY.9-10.R.D.SC.3 Students will evaluate what is read, based on the author's purpose, message, word choice, sentence variety, content, tone, style or use of literary elements
MG: 9-10	GD: 0	KY.9-10.R.I.SC.3 Students will use text references to explain author's purpose, author's message or theme, or supporting evidence
MG: 9-10	GD: 0	KY.9-10.R.I.SC.6 Students will demonstrate understanding of informational passages/texts: • identify and explain use of persuasive techniques (e.g., logical/emotional/ethical appeal, repetition, allusion) or propaganda techniques (e.g., testimonial, bandwagon, transfer, personal attack) • explain the purpose of text features in different types of informational texts (e.g., periodicals, newspapers, online texts, public documents/public discourse, essays, editorials, textbooks, technical manuals/reports, Internet websites, electronic media) • use evidence from the text to state the central ideas and details that support them; analyze the importance and relevance of details used in a text • use text references to support conclusions about what is read; for example, an author's opinion about a subject • understand cause-effect inferences • explain the appropriateness of an argument for an intended audience • accept or reject an argument based on evidence • distinguish between facts and opinions found in texts

Cluster: Integration of Knowledge and Ideas

CCSS: **CC.9-10.R.I.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.**

Grade: 9-10 DM: 3 = Excellent match between the two documents

Strand: READING: INFORMATION Notes:

MG: 9-10	GD: 0	KY.9-10.R.D.SC.5 Students will interpret the interactions between and among literary elements within and across a variety of texts
MG: 9-10	GD: 0	KY.9-10.R.D.SC.7 Students will make comparisons and synthesize information within and across texts (e.g., comparing themes, ideas, concept development, literary elements, events, genres)

Cluster: Integration of Knowledge and Ideas

CCSS: **CC.9-10.R.I.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.**

Grade: 9-10 DM: 3 = Excellent match between the two documents

Strand: READING: INFORMATION Notes:

MG: 9-10	GD: 0	KY.9-10.R.D.SC.11 Students will evaluate the range and quality of evidence used to support or oppose an argument
MG: 9-10	GD: 0	KY.9-10.R.D.SC.12 Students will recognize common logical fallacies (e.g., personal attacks, non-sequitor, faulty cause-effect) and false premises in an argument
MG: 9-10	GD: 0	KY.9-10.R.D.SC.9 Students will evaluate arguments, interpret and analyze information from multiple sources; for example, synthesize arguments or claims to discover the relationship between the parts, understand induction and deduction, determine unstated assumptions

MG: 9-10	GD: 0	KY.9-10.R.I.SC.6 Students will demonstrate understanding of informational passages/texts: • identify and explain use of persuasive techniques (e.g., logical/emotional/ethical appeal, repetition, allusion) or propaganda techniques (e.g., testimonial, bandwagon, transfer, personal attack) • explain the purpose of text features in different types of informational texts (e.g., periodicals, newspapers, online texts, public documents/public discourse, essays, editorials, textbooks, technical manuals/reports, Internet websites, electronic media) • use evidence from the text to state the central ideas and details that support them; analyze the importance and relevance of details used in a text • use text references to support conclusions about what is read; for example, an author's opinion about a subject • understand cause-effect inferences • explain the appropriateness of an argument for an intended audience • accept or reject an argument based on evidence • distinguish between facts and opinions found in texts

Cluster: Integration of Knowledge and Ideas

CCSS: **CC.9-10.R.I.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter From Birmingham Jail"), including how they address related themes and concepts.**

Grade: 9-10 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: READING: INFORMATION Notes:

MG: 9-10	GD: 0	KY.9-10.R.D.SC.7 Students will make comparisons and synthesize information within and across texts (e.g., comparing themes, ideas, concept development, literary elements, events, genres)
MG: 9-10	GD: 0	KY.9-10.R.I.SC.3 Students will use text references to explain author's purpose, author's message or theme, or supporting evidence
MG: 9-10	GD: 0	KY.9-10.R.R.SC.4 Students will read a wide range of texts, including texts by the same author, about the same subject or theme, from the same genre, and from different cultures and time periods, in order to respond and make connections (text-to-self, text-to-text, text-to-world)

Cluster: Range of Reading and Level of Text Complexity

CCSS: **CC.9-10.R.I.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.**

Grade: 9-10 DM: 3 = Excellent match between the two documents

Strand: READING: INFORMATION Notes:

MG: 9-10	GD: 0	KY.9-10.R.F.SC.1 Students will apply context and self-correction strategies while reading
MG: 9-10	GD: 0	KY.9-10.R.F.SC.3 Students will read grade-appropriate material -- orally and silently- with automaticity (accuracy and fluency)
MG: 9-10	GD: 0	KY.9-10.R.F.SC.4 Students will use a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies to determine pronunciations • apply knowledge of synonyms, antonyms, word parts (e.g., roots, affixes, cognates), and nuances of meaning to assist comprehension • interpret the meaning of jargon, dialect or specialized vocabulary in context • interpret and explain literal and non-literal meanings of words or phrases, analogies, idioms and literary allusions based on context • explain and organize words and ideas in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information; skim to get the general meaning of a passage
MG: 9-10	GD: 0	KY.9-10.R.I.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts
MG: 9-10	GD: 0	KY.9-10.R.U.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, generating clarifying, literal and inferential questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts
MG: 9-12	GD: 0 to -2	KY.9-12.R.F.EU.1 Students will understand that fluency involves reading orally and silently with speed, accuracy, proper phrasing and expression while attending to text features.

Grade: 9-10

MG: 9-12	GD: 0 to -2	KY.9-12.R.F.EU.2 Students will understand that developing breadth of vocabulary dramatically improves reading comprehension and involves applying knowledge of word meanings and word relationships. The larger the reader's vocabulary, the easier it is to make sense of text.
MG: 9-12	GD: 0 to -2	KY.9-12.R.U.EU.1 Students will understand that reading a wide range of print and non-print texts builds an understanding of texts, of themselves, and of different cultures.
MG: 9-12	GD: 0 to -2	KY.9-12.R.U.EU.2 Students will understand that different purposes to read include reading to acquire new information and reading for personal fulfillment. Among these texts are plays, fiction and non-fiction, classic and contemporary works, and foundational U.S. documents.

Cluster: Key Ideas and Details

CCSS: **CC.11-12.R.I.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.**

Grade: 11-12 DM: 3 = Excellent match between the two documents

Strand: READING: INFORMATION Notes:

MG: 11-12	GD: 0	KY.11-12.R.I.SC.3 Students will use text references to explain author's purpose, author's message or theme (including universal themes), arguments and supporting evidence
MG: 11-12	GD: 0	KY.11-12.R.I.SC.6 Students will demonstrate understanding of informational passages/texts: • analyze the effectiveness of use of persuasive techniques (e.g., logical/emotional/ethical appeal, repetition, allusion) or propaganda techniques (e.g., testimonial, bandwagon, transfer, personal attack) • explain the purpose of text features in different types of informational texts (e.g., periodicals, newspapers, online texts, public documents/public discourse, essays, editorials, textbooks, technical manuals/reports, Internet websites, electronic media) • use references from the text to state central ideas and details that support them; analyze the importance and relevance of details used in a text • use text references to support conclusions about what is read; for example, author's opinion about a subject • accept or reject arguments using supporting evidence
MG: 11-12	GD: 0	KY.11-12.R.R.SC.3 Students will use evidence from text(s) to formulate and justify opinions about what is read or viewed: • relate texts to prior knowledge, personal experiences, other texts or ideas • provide text references/evidence to support connections (text-to-self, text-to-text, or text-to-world)
MG: 11-12	GD: 0	KY.11-12.R.U.SC.5 Students will make text-based inferences; state generalizations; draw conclusions based on what is read
MG: 11-12	GD: 0	KY.11-12.R.U.SC.7 Students will demonstrate understanding of informational passages/texts: • locate key ideas, information, facts or details • use information from text to state and support central/main idea • use information from texts to accomplish a specific task or to answer questions • use text features and visual information (e.g., maps, charts, graphs) to understand texts

Cluster: Key Ideas and Details

CCSS: **CC.11-12.R.I.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.**

Grade: 11-12 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: INFORMATION Notes:

MG: 11-12	GD: 0	KY.11-12.R.D.SC.3 Students will evaluate what is read, based on the author's purpose, message, word choice, sentence variety, content, style, tone or use of literary elements
MG: 11-12	GD: 0	KY.11-12.R.D.SC.4 Students will form and support warranted judgments/opinions/conclusions about central ideas
MG: 11-12	GD: 0	KY.11-12.R.D.SC.7 Students will make comparisons and synthesize information within and across texts (e.g., comparing themes, ideas, concept development, literary elements, events, genres)

MG: 11-12	GD: 0	KY.11-12.R.I.SC.6 Students will demonstrate understanding of informational passages/texts: • analyze the effectiveness of use of persuasive techniques (e.g., logical/emotional/ethical appeal, repetition, allusion) or propaganda techniques (e.g., testimonial, bandwagon, transfer, personal attack) • explain the purpose of text features in different types of informational texts (e.g., periodicals, newspapers, online texts, public documents/public discourse, essays, editorials, textbooks, technical manuals/reports, Internet websites, electronic media) • use references from the text to state central ideas and details that support them; analyze the importance and relevance of details used in a text • use text references to support conclusions about what is read; for example, author's opinion about a subject • accept or reject arguments using supporting evidence
MG: 11-12	GD: 0	KY.11-12.R.U.SC.4 Students will paraphrase and summarize information from texts of various lengths; distinguish between a summary and a critique
MG: 11-12	GD: 0	KY.11-12.R.U.SC.5 Students will make text-based inferences; state generalizations; draw conclusions based on what is read
MG: 11-12	GD: 0	KY.11-12.R.U.SC.7 Students will demonstrate understanding of informational passages/texts: • locate key ideas, information, facts or details • use information from text to state and support central/main idea • use information from texts to accomplish a specific task or to answer questions • use text features and visual information (e.g., maps, charts, graphs) to understand texts

Cluster: Key Ideas and Details

CCSS: **CC.11-12.R.I.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.**

Grade: 11-12 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: INFORMATION Notes:

MG: 11-12	GD: 0	KY.11-12.R.D.SC.2 Students will analyze the organizational pattern used (e.g., description, sequence, cause/effect, compare/contrast, logical/sequential, problem/solution, proposition/support, deductive/inductive) and explain how effective it is in understanding the passage and meeting the author's purpose
MG: 11-12	GD: 0	KY.11-12.R.D.SC.7 Students will make comparisons and synthesize information within and across texts (e.g., comparing themes, ideas, concept development, literary elements, events, genres)
MG: 11-12	GD: 0	KY.11-12.R.I.SC.1 Students will use comprehension strategies while reading, listening to, or viewing increasingly complex literary and informational texts
MG: 11-12	GD: 0	KY.11-12.R.I.SC.2 Students will use text structure cues (e.g., chronology, cause/effect, compare/contrast, proposition and support, description, classification, logical/sequential, deductive/inductive) to aid comprehension
MG: 11-12	GD: 0	KY.11-12.R.R.SC.2 Students will self-select texts based on personal interests
MG: 11-12	GD: 0	KY.11-12.R.U.SC.2 Students will use text structure cues (e.g., chronology, cause/effect, compare/contrast, proposition/support, description, classification, logical/sequential, deductive/inductive) to aid in comprehension
MG: 11-12	GD: 0	KY.11-12.R.U.SC.5 Students will make text-based inferences; state generalizations; draw conclusions based on what is read
MG: 11-12	GD: 0	KY.11-12.R.U.SC.7 Students will demonstrate understanding of informational passages/texts: • locate key ideas, information, facts or details • use information from text to state and support central/main idea • use information from texts to accomplish a specific task or to answer questions • use text features and visual information (e.g., maps, charts, graphs) to understand texts

Cluster: Craft and Structure

CCSS: **CC.11-12.R.I.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).**

Grade: 11-12 DM: 3 = Excellent match between the two documents

Strand: READING: INFORMATION Notes:

MG: 11-12	GD: 0	KY.11-12.R.F.SC.5 Students will investigate the meanings of words and their possible effect(s) on the perceptions and behavior of people
MG: 11-12	GD: 0	KY.11-12.R.U.SC.3 Students will explain the meaning of concrete or abstract terms, based on the context (e.g., "loaded" words, connotation, denotation)
MG: 9-12	GD: 2	KY.9-12.R.F.EU.3 Students will understand that many words have multiple meanings. Knowledge of syntax/language structure, semantics/meaning, context cues, and the use of resources can help in identifying the intended meaning of words and phrases as they are used in text.

Cluster: Craft and Structure

CCSS: **CC.11-12.R.I.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.**

Grade: 11-12 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: INFORMATION Notes:

MG: 11-12	GD: 0	KY.11-12.R.D.SC.2 Students will analyze the organizational pattern used (e.g., description, sequence, cause/effect, compare/contrast, logical/sequential, problem/solution, proposition/support, deductive/inductive) and explain how effective it is in understanding the passage and meeting the author's purpose
MG: 11-12	GD: 0	KY.11-12.R.D.SC.9 Students will evaluate arguments, interpret and analyze information from multiple sources; for example, synthesize arguments or claims to discover the relationship between the parts, understand induction and deduction, determine unstated assumptions
MG: 11-12	GD: 0	KY.11-12.R.I.SC.2 Students will use text structure cues (e.g., chronology, cause/effect, compare/contrast, proposition and support, description, classification, logical/sequential, deductive/inductive) to aid comprehension
MG: 11-12	GD: 0	KY.11-12.R.U.SC.2 Students will use text structure cues (e.g., chronology, cause/effect, compare/contrast, proposition/support, description, classification, logical/sequential, deductive/inductive) to aid in comprehension

Cluster: Craft and Structure

CCSS: **CC.11-12.R.I.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.**

Grade: 11-12 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: INFORMATION Notes:

MG: 11-12	GD: 0	KY.11-12.R.D.SC.3 Students will evaluate what is read, based on the author's purpose, message, word choice, sentence variety, content, style, tone or use of literary elements
MG: 11-12	GD: 0	KY.11-12.R.D.SC.4 Students will form and support warranted judgments/opinions/conclusions about central ideas
MG: 11-12	GD: 0	KY.11-12.R.D.SC.5 Students will analyze the interactions between and among literary elements within and across a variety of texts
MG: 11-12	GD: 0	KY.11-12.R.D.SC.7 Students will make comparisons and synthesize information within and across texts (e.g., comparing themes, ideas, concept development, literary elements, events, genres)

MG: 11-12	GD: 0	KY.11-12.R.I.SC.3 Students will use text references to explain author's purpose, author's message or theme (including universal themes), arguments and supporting evidence
MG: 11-12	GD: 0	KY.11-12.R.I.SC.4 Students will organize ideas within and across texts to show understanding of central ideas and interrelationships (e.g., charting, semantic mapping, graphic organizers, outlining)
MG: 11-12	GD: 0	KY.11-12.R.U.SC.7 Students will demonstrate understanding of informational passages/texts: • locate key ideas, information, facts or details • use information from text to state and support central/main idea • use information from texts to accomplish a specific task or to answer questions • use text features and visual information (e.g., maps, charts, graphs) to understand texts

Cluster: Integration of Knowledge and Ideas

CCSS: **CC.11-12.R.I.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.**

Grade: 11-12 DM: 3 = Excellent match between the two documents

Strand: READING: INFORMATION Notes:

MG: 11-12	GD: 0	KY.11-12.R.D.SC.3 Students will evaluate what is read, based on the author's purpose, message, word choice, sentence variety, content, style, tone or use of literary elements
MG: 11-12	GD: 0	KY.11-12.R.D.SC.5 Students will analyze the interactions between and among literary elements within and across a variety of texts
MG: 11-12	GD: 0	KY.11-12.R.D.SC.7 Students will make comparisons and synthesize information within and across texts (e.g., comparing themes, ideas, concept development, literary elements, events, genres)
MG: 11-12	GD: 0	KY.11-12.R.D.SC.8 Students will evaluate the accuracy of information presented in texts
MG: 11-12	GD: 0	KY.11-12.R.D.SC.9 Students will evaluate arguments, interpret and analyze information from multiple sources; for example, synthesize arguments or claims to discover the relationship between the parts, understand induction and deduction, determine unstated assumptions
MG: 11-12	GD: 0	KY.11-12.R.F.SC.3 Students will use a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies to determine pronunciations • apply knowledge of synonyms, antonyms, word parts (e.g., roots, affixes, cognates) and nuances of meaning to assist comprehension • interpret the meaning of jargon, dialect, or specialized vocabulary in context • interpret and explain literal and non-literal meanings of words or phrases, analogies, idioms, and literary and classical allusions based on context • analyze words and ideas in terms of categories, functions, or features • scan to find specific key information; skim to get the general meaning of a passage
MG: 11-12	GD: 0	KY.11-12.R.I.SC.1 Students will use comprehension strategies while reading, listening to, or viewing increasingly complex literary and informational texts
MG: 11-12	GD: 0	KY.11-12.R.I.SC.6 Students will demonstrate understanding of informational passages/texts: • analyze the effectiveness of use of persuasive techniques (e.g., logical/emotional/ethical appeal, repetition, allusion) or propaganda techniques (e.g., testimonial, bandwagon, transfer, personal attack) • explain the purpose of text features in different types of informational texts (e.g., periodicals, newspapers, online texts, public documents/public discourse, essays, editorials, textbooks, technical manuals/reports, Internet websites, electronic media) • use references from the text to state central ideas and details that support them; analyze the importance and relevance of details used in a text • use text references to support conclusions about what is read; for example, author's opinion about a subject • accept or reject arguments using supporting evidence
MG: 11-12	GD: 0	KY.11-12.R.R.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts to analyze and evaluate content or make connections

MG: 11-12	GD: 0	KY.11-12.R.R.SC.3 Students will use evidence from text(s) to formulate and justify opinions about what is read or viewed: • relate texts to prior knowledge, personal experiences, other texts or ideas • provide text references/evidence to support connections (text-to-self, text-to-text, or text-to-world)
MG: 11-12	GD: 0	KY.11-12.R.R.SC.4 Students will read a wide range of texts, including texts by the same author, about the same subject or theme, or from the same genre, and from different cultures and time periods in order to respond and make connections (text-to-self, text-to-text, text-to-world)
MG: 11-12	GD: 0	KY.11-12.R.U.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, generating clarifying, literal and inferential questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts
MG: 11-12	GD: 0	KY.11-12.R.U.SC.4 Students will paraphrase and summarize information from texts of various lengths; distinguish between a summary and a critique
MG: 11-12	GD: 0	KY.11-12.R.U.SC.7 Students will demonstrate understanding of informational passages/texts: • locate key ideas, information, facts or details • use information from text to state and support central/main idea • use information from texts to accomplish a specific task or to answer questions • use text features and visual information (e.g., maps, charts, graphs) to understand texts
MG: 9-12	GD: 2	KY.9-12.I.EU.1 Students will understand that the inquiry process is used to investigate topics or questions important to the researcher. Questions are redefined throughout the learning process. The researcher may revise the question, refine a line of query, or go in a direction that the original question did not anticipate.
MG: 9-12	GD: 2	KY.9-12.I.EU.2 Students will understand that many methods of and sources for investigation exist, including interview, observation, survey, viewing, experimenting, and critical reading. The ability to synthesize meaning is the creative spark that forms new knowledge.
MG: 9-12	GD: 2	KY.9-12.I.EU.3 Students will understand that inquiry integrates elements and processes of reading, writing, research, creative and critical thinking, and logic, and involves communicating findings through a product.

Cluster: Integration of Knowledge and Ideas

CCSS: **CC.11-12.R.I.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).**

Grade: 11-12 DM: 3 = Excellent match between the two documents

Strand: READING: INFORMATION Notes:

MG: 11-12	GD: 0	KY.11-12.R.D.SC.10 Students will evaluate claims and evidences
MG: 11-12	GD: 0	KY.11-12.R.D.SC.11 Students will evaluate the range and quality of evidence used to support or oppose an argument
MG: 11-12	GD: 0	KY.11-12.R.D.SC.12 Students will recognize common logical fallacies (e.g., personal attacks, non-sequitor, faulty cause-effect) and false premises in an argument
MG: 11-12	GD: 0	KY.11-12.R.D.SC.4 Students will form and support warranted judgments/opinions/conclusions about central ideas
MG: 11-12	GD: 0	KY.11-12.R.D.SC.7 Students will make comparisons and synthesize information within and across texts (e.g., comparing themes, ideas, concept development, literary elements, events, genres)
MG: 11-12	GD: 0	KY.11-12.R.D.SC.9 Students will evaluate arguments, interpret and analyze information from multiple sources; for example, synthesize arguments or claims to discover the relationship between the parts, understand induction and deduction, determine unstated assumptions

MG: 11-12	GD: 0	KY.11-12.R.F.SC.3 Students will use a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies to determine pronunciations • apply knowledge of synonyms, antonyms, word parts (e.g., roots, affixes, cognates) and nuances of meaning to assist comprehension • interpret the meaning of jargon, dialect, or specialized vocabulary in context • interpret and explain literal and non-literal meanings of words or phrases, analogies, idioms, and literary and classical allusions based on context • analyze words and ideas in terms of categories, functions, or features • scan to find specific key information; skim to get the general meaning of a passage
MG: 11-12	GD: 0	KY.11-12.R.F.SC.4 Students will describe the influence of historical events on the development of the English language
MG: 11-12	GD: 0	KY.11-12.R.I.SC.1 Students will use comprehension strategies while reading, listening to, or viewing increasingly complex literary and informational texts
MG: 11-12	GD: 0	KY.11-12.R.I.SC.3 Students will use text references to explain author's purpose, author's message or theme (including universal themes), arguments and supporting evidence
MG: 11-12	GD: 0	KY.11-12.R.I.SC.6 Students will demonstrate understanding of informational passages/texts: • analyze the effectiveness of use of persuasive techniques (e.g., logical/emotional/ethical appeal, repetition, allusion) or propaganda techniques (e.g., testimonial, bandwagon, transfer, personal attack) • explain the purpose of text features in different types of informational texts (e.g., periodicals, newspapers, online texts, public documents/public discourse, essays, editorials, textbooks, technical manuals/reports, Internet websites, electronic media) • use references from the text to state central ideas and details that support them; analyze the importance and relevance of details used in a text • use text references to support conclusions about what is read; for example, author's opinion about a subject • accept or reject arguments using supporting evidence
MG: 11-12	GD: 0	KY.11-12.R.R.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts to analyze and evaluate content or make connections
MG: 11-12	GD: 0	KY.11-12.R.U.SC.5 Students will make text-based inferences; state generalizations; draw conclusions based on what is read
MG: 11-12	GD: 0	KY.11-12.R.U.SC.7 Students will demonstrate understanding of informational passages/texts: • locate key ideas, information, facts or details • use information from text to state and support central/main idea • use information from texts to accomplish a specific task or to answer questions • use text features and visual information (e.g., maps, charts, graphs) to understand texts

Cluster: Integration of Knowledge and Ideas

CCSS: **CC.11-12.R.I.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.**

Grade: 11-12 DM: 3 = Excellent match between the two documents

Strand: READING: INFORMATION Notes:

MG: 11-12	GD: 0	KY.11-12.R.D.SC.3 Students will evaluate what is read, based on the author's purpose, message, word choice, sentence variety, content, style, tone or use of literary elements
MG: 11-12	GD: 0	KY.11-12.R.D.SC.4 Students will form and support warranted judgments/opinions/conclusions about central ideas
MG: 11-12	GD: 0	KY.11-12.R.D.SC.7 Students will make comparisons and synthesize information within and across texts (e.g., comparing themes, ideas, concept development, literary elements, events, genres)
MG: 11-12	GD: 0	KY.11-12.R.D.SC.9 Students will evaluate arguments, interpret and analyze information from multiple sources; for example, synthesize arguments or claims to discover the relationship between the parts, understand induction and deduction, determine unstated assumptions
MG: 11-12	GD: 0	KY.11-12.R.F.SC.2 Students will read increasingly complex material -- orally and silently- with automaticity (accuracy and fluency)

MG: 11-12	GD: 0	KY.11-12.R.F.SC.3 Students will use a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies to determine pronunciations • apply knowledge of synonyms, antonyms, word parts (e.g., roots, affixes, cognates) and nuances of meaning to assist comprehension • interpret the meaning of jargon, dialect, or specialized vocabulary in context • interpret and explain literal and non-literal meanings of words or phrases, analogies, idioms, and literary and classical allusions based on context • analyze words and ideas in terms of categories, functions, or features • scan to find specific key information; skim to get the general meaning of a passage
MG: 11-12	GD: 0	KY.11-12.R.F.SC.4 Students will describe the influence of historical events on the development of the English language
MG: 11-12	GD: 0	KY.11-12.R.I.SC.1 Students will use comprehension strategies while reading, listening to, or viewing increasingly complex literary and informational texts
MG: 11-12	GD: 0	KY.11-12.R.I.SC.3 Students will use text references to explain author's purpose, author's message or theme (including universal themes), arguments and supporting evidence
MG: 11-12	GD: 0	KY.11-12.R.I.SC.6 Students will demonstrate understanding of informational passages/texts: • analyze the effectiveness of use of persuasive techniques (e.g., logical/emotional/ethical appeal, repetition, allusion) or propaganda techniques (e.g., testimonial, bandwagon, transfer, personal attack) • explain the purpose of text features in different types of informational texts (e.g., periodicals, newspapers, online texts, public documents/public discourse, essays, editorials, textbooks, technical manuals/reports, Internet websites, electronic media) • use references from the text to state central ideas and details that support them; analyze the importance and relevance of details used in a text • use text references to support conclusions about what is read; for example, author's opinion about a subject • accept or reject arguments using supporting evidence
MG: 11-12	GD: 0	KY.11-12.R.R.SC.3 Students will use evidence from text(s) to formulate and justify opinions about what is read or viewed: • relate texts to prior knowledge, personal experiences, other texts or ideas • provide text references/evidence to support connections (text-to-self, text-to-text, or text-to-world)
MG: 11-12	GD: 0	KY.11-12.R.R.SC.4 Students will read a wide range of texts, including texts by the same author, about the same subject or theme, or from the same genre, and from different cultures and time periods in order to respond and make connections (text-to-self, text-to-text, text-to-world)
MG: 11-12	GD: 0	KY.11-12.R.U.SC.6 Students will demonstrate understanding of literary elements and literary passages/texts: • identify characteristics of different types of literary texts (e.g., comedies, tragedies, satires, parodies) • explain the main ideas of a passage and identify the key ideas or information that support them
MG: 11-12	GD: 0	KY.11-12.R.U.SC.7 Students will demonstrate understanding of informational passages/texts: • locate key ideas, information, facts or details • use information from text to state and support central/main idea • use information from texts to accomplish a specific task or to answer questions • use text features and visual information (e.g., maps, charts, graphs) to understand texts

Cluster: Range of Reading and Level of Text Complexity

CCSS: **CC.11-12.R.I.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.**

Grade: 11-12 DM: 3 = Excellent match between the two documents

Strand: READING: INFORMATION Notes:

MG: 11-12	GD: 0	KY.11-12.R.F.SC.1 Students will apply context and self-correction strategies while reading
MG: 11-12	GD: 0	KY.11-12.R.F.SC.2 Students will read increasingly complex material -- orally and silently- with automaticity (accuracy and fluency)

MG: 11-12	GD: 0	KY.11-12.R.F.SC.3 Students will use a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies to determine pronunciations • apply knowledge of synonyms, antonyms, word parts (e.g., roots, affixes, cognates) and nuances of meaning to assist comprehension • interpret the meaning of jargon, dialect, or specialized vocabulary in context • interpret and explain literal and non-literal meanings of words or phrases, analogies, idioms, and literary and classical allusions based on context • analyze words and ideas in terms of categories, functions, or features • scan to find specific key information; skim to get the general meaning of a passage
MG: 11-12	GD: 0	KY.11-12.R.I.SC.6 Students will demonstrate understanding of informational passages/texts: • analyze the effectiveness of use of persuasive techniques (e.g., logical/emotional/ethical appeal, repetition, allusion) or propaganda techniques (e.g., testimonial, bandwagon, transfer, personal attack) • explain the purpose of text features in different types of informational texts (e.g., periodicals, newspapers, online texts, public documents/public discourse, essays, editorials, textbooks, technical manuals/reports, Internet websites, electronic media) • use references from the text to state central ideas and details that support them; analyze the importance and relevance of details used in a text • use text references to support conclusions about what is read; for example, author's opinion about a subject • accept or reject arguments using supporting evidence
MG: 11-12	GD: 0	KY.11-12.R.R.SC.4 Students will read a wide range of texts, including texts by the same author, about the same subject or theme, or from the same genre, and from different cultures and time periods in order to respond and make connections (text-to-self, text-to-text, text-to-world)
MG: 11-12	GD: 0	KY.11-12.R.U.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, generating clarifying, literal and inferential questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts

Cluster: Key Ideas and Details

CCSS: **CC.K.R.L.1 With prompting and support, ask and answer questions about key details in a text.**

Grade: K DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: READING: LITERARY Notes: building block skill

MG: 4	GD: -4	KY.4.W.C.SC.3 Students will write for a variety of authentic purposes and audiences: • communicate about personal experiences and relationships • communicate through authentic literary forms to make meaning about the human condition • communicate through authentic transactive purposes for writing (e.g. informing, describing, explaining, persuading) • analyze and communicate reflectively about literacy goals • analyze and address needs of intended audience • adjust the writing style (formal, informal) for intended audience
MG: K-3	GD: 0 to -3	KY.K-3.R.D.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts (e.g., using prior knowledge, previewing text selections, making predictions, generating questions, constructing sensory images, using text features, making connections, determining importance of information)
MG: K-3	GD: 0 to -3	KY.K-3.R.I.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts (e.g., using prior knowledge, previewing text selections, making predictions, generating questions, constructing sensory images, using text features, making connections, determining importance of information)
MG: K-3	GD: 0 to -3	KY.K-3.R.R.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying and literal questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts
MG: K-3	GD: 0 to -3	KY.K-3.R.U.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying and literal questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts
MG: K-3	GD: 0 to -3	KY.K-3.SLO.SC.6 In informal speaking situations, students will ask and respond to questions as a way to participate in class discussions

Cluster: Key Ideas and Details

CCSS: **CC.K.R.L.2 With prompting and support, retell familiar stories, including key details.**

Grade: K DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: READING: LITERARY Notes:

MG: K-3	GD: 0 to -3	KY.K-3.R.R.SC.3 Students will generate a personal response to what is read, listened to or viewed: • relate stories or texts to prior knowledge, personal experiences, other texts, or ideas • provide text references/evidence to support connections made between text-to-self, text-to-text, or text-to-world

Cluster: Key Ideas and Details

CCSS: **CC.K.R.L.3 With prompting and support, identify characters, settings, and major events in a story.**

Grade: K DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: READING: LITERARY Notes: building block skill

MG: K-3	GD: 0 to -3	KY.K-3.R.I.SC.9 Students will demonstrate understanding of literary elements and literary passages/texts: • identify traits of main characters, interpret possible motives, and explain a character's actions • trace characters and plot across multiple episodes • identify problems and explain how conflicts are resolved • recognize author's craft as appropriate to genre (e.g., figurative language/imagery, rhyme)

MG: K-3 GD: 0 to -3 KY.K-3.R.U.SC.7 Students will demonstrate understanding of literary elements and literary passages/texts: • identify and describe characters, major events/plot, setting or problem/solution • identify characteristics (e.g., beginning-middle-end, rhyme, dialogue) of different types of literary texts (e.g., stories, poems, plays, fairy tales)

Cluster: Craft and Structure

CCSS: **CC.K.R.L.4 Ask and answer questions about unknown words in a text.**

Grade: K DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: LITERARY Notes: grade difference EP v K = rigor/expectation

MG: K-3 GD: 0 to -3 KY.K-3.R.F.SC.4 Students will use a variety of reading strategies to understand words, word meanings, and texts to develop breadth of vocabulary: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • use context clues to identify the correct meaning as the word is used • apply knowledge of synonyms, antonyms, homonyms/homophones, or compound words to assist comprehension • apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • organize words by categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows)

MG: K-3 GD: 0 to -3 KY.K-3.SLO.SC.6 In informal speaking situations, students will ask and respond to questions as a way to participate in class discussions

Cluster: Craft and Structure

CCSS: **CC.K.R.L.5 Recognize common types of texts (e.g., storybooks, poems).**

Grade: K DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: LITERARY Notes: grade difference EP v K = rigor/expectation keep it from being a 3/excellent match.

MG: K-3 GD: 0 to -3 KY.K-3.R.U.SC.7 Students will demonstrate understanding of literary elements and literary passages/texts: • identify and describe characters, major events/plot, setting or problem/solution • identify characteristics (e.g., beginning-middle-end, rhyme, dialogue) of different types of literary texts (e.g., stories, poems, plays, fairy tales)

Cluster: Integration of Knowledge and Ideas

CCSS: **CC.K.R.L.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.**

Grade: K DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: READING: LITERARY Notes: grade difference EP v K = rigor/expectation

MG: K-3 GD: 0 to -3 KY.K-3.R.I.SC.9 Students will demonstrate understanding of literary elements and literary passages/texts: • identify traits of main characters, interpret possible motives, and explain a character's actions • trace characters and plot across multiple episodes • identify problems and explain how conflicts are resolved • recognize author's craft as appropriate to genre (e.g., figurative language/imagery, rhyme)

MG: K-3 GD: 0 to -3 KY.K-3.R.U.SC.7 Students will demonstrate understanding of literary elements and literary passages/texts: • identify and describe characters, major events/plot, setting or problem/solution • identify characteristics (e.g., beginning-middle-end, rhyme, dialogue) of different types of literary texts (e.g., stories, poems, plays, fairy tales)

Cluster: Range of Reading and Level of Text Complexity

CCSS: **CC.K.R.L.10 Actively engage in group reading activities with purpose and understanding.**

Grade: K DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: READING: LITERARY Notes:

MG: K-3	GD: 0 to -3	KY.K-3.R.D.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts (e.g., using prior knowledge, previewing text selections, making predictions, generating questions, constructing sensory images, using text features, making connections, determining importance of information)
MG: K-3	GD: 0 to -3	KY.K-3.R.F.EU.1 Students understand that knowing how letters are linked to sounds to form letter-sound correspondence and spelling patterns can help determine unfamiliar words while reading.
MG: K-3	GD: 0 to -3	KY.K-3.R.F.EU.2 Students understand that fluency involves reading orally and silently with speed, accuracy, proper phrasing and expression while attending to text features (e.g., punctuation, italics).
MG: K-3	GD: 0 to -3	KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs
MG: K-3	GD: 0 to -3	KY.K-3.R.F.SC.2 Students will apply context and self-correction strategies while reading (e.g., using pictures, syntax, predictive language to predict upcoming words and text, monitoring own reading, self-correcting, confirming meaning, adjusting pace of reading or rereading to acquire meaning, previewing text selections)
MG: K-3	GD: 0 to -3	KY.K-3.R.F.SC.4 Students will use a variety of reading strategies to understand words, word meanings, and texts to develop breadth of vocabulary: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • use context clues to identify the correct meaning as the word is used • apply knowledge of synonyms, antonyms, homonyms/homophones, or compound words to assist comprehension • apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • organize words by categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows)
MG: K-3	GD: 0 to -3	KY.K-3.R.I.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts (e.g., using prior knowledge, previewing text selections, making predictions, generating questions, constructing sensory images, using text features, making connections, determining importance of information)
MG: K-3	GD: 0 to -3	KY.K-3.R.R.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying and literal questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts
MG: K-3	GD: 0 to -3	KY.K-3.R.R.SC.7 Students will demonstrate participation in a literate community by sharing and responding to ideas and connections through writing and focused discussions about text
MG: K-3	GD: 0 to -3	KY.K-3.R.U.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying and literal questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts

MG: K-3	GD: 0 to -3	KY.K-3.SLO.EU.1 Students will understand that communication, both formal and informal, is an interpretive process that integrates listening, observing, reading, writing and speaking with confidence. Different levels of discourse are appropriate for different contexts, occasions, purposes and audiences.
MG: K-3	GD: 0 to -3	KY.K-3.SLO.EU.2 Students will understand that regardless of the topic, the context or the intended audience, students need to be able to communicate ideas effectively. Effective communication involves verbal and nonverbal techniques to enhance or emphasize content. These techniques aid the listener's ability to interpret the information.
MG: K-3	GD: 0 to -3	KY.K-3.SLO.SC.6 In informal speaking situations, students will ask and respond to questions as a way to participate in class discussions

Cluster: Craft and Structure

CCSS: **CC.K.R.L.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.**

Grade: K DM: Unmatched

Strand: READING: LITERARY Notes: Unmatched

MG: Unma GD:

Cluster: Integration of Knowledge and Ideas

CCSS: **CC.K.R.L.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).**

Grade: K DM: Unmatched

Strand: READING: LITERARY Notes: Unmatched

MG: Unma GD:

Cluster: Key Ideas and Details

CCSS: **CC.1.R.L.1 Ask and answer questions about key details in a text.**

Grade: 1 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: LITERARY Notes: not specific to "key details"

MG: K-3	GD: 1 to -2	KY.K-3.R.D.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts (e.g., using prior knowledge, previewing text selections, making predictions, generating questions, constructing sensory images, using text features, making connections, determining importance of information)
MG: K-3	GD: 1 to -2	KY.K-3.R.I.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts (e.g., using prior knowledge, previewing text selections, making predictions, generating questions, constructing sensory images, using text features, making connections, determining importance of information)
MG: K-3	GD: 1 to -2	KY.K-3.R.R.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying and literal questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts
MG: K-3	GD: 1 to -2	KY.K-3.R.U.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying and literal questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts
MG: K-3	GD: 1 to -2	KY.K-3.SLO.SC.6 In informal speaking situations, students will ask and respond to questions as a way to participate in class discussions

Cluster: Key Ideas and Details

CCSS: **CC.1.R.L.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.**

Grade: 1 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: READING: LITERARY Notes: might be too much of a stretch

MG: K-3	GD: 1 to -2	KY.K-3.R.I.SC.7 Students will discuss the message of the text

Cluster: Key Ideas and Details

CCSS: **CC.1.R.L.3 Describe characters, settings, and major events in a story, using key details.**

Grade: 1 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: LITERARY Notes: difference in expectation/rigor

MG: K-3	GD: 1 to -2	KY.K-3.R.I.SC.9 Students will demonstrate understanding of literary elements and literary passages/texts: • identify traits of main characters, interpret possible motives, and explain a character's actions • trace characters and plot across multiple episodes • identify problems and explain how conflicts are resolved • recognize author's craft as appropriate to genre (e.g., figurative language/imagery, rhyme)
MG: K-3	GD: 1 to -2	KY.K-3.R.U.SC.7 Students will demonstrate understanding of literary elements and literary passages/texts: • identify and describe characters, major events/plot, setting or problem/solution • identify characteristics (e.g., beginning-middle-end, rhyme, dialogue) of different types of literary texts (e.g., stories, poems, plays, fairy tales)

Cluster: Integration of Knowledge and Ideas

CCSS: **CC.1.R.L.9 Compare and contrast the adventures and experiences of characters in stories.**

Grade: 1 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: LITERARY Notes: difference in expectation in terms of performance and rigor

MG: K-3	GD: 1 to -2	KY.K-3.R.I.SC.9 Students will demonstrate understanding of literary elements and literary passages/texts: • identify traits of main characters, interpret possible motives, and explain a character's actions • trace characters and plot across multiple episodes • identify problems and explain how conflicts are resolved • recognize author's craft as appropriate to genre (e.g., figurative language/imagery, rhyme)
MG: K-3	GD: 1 to -2	KY.K-3.R.U.SC.7 Students will demonstrate understanding of literary elements and literary passages/texts: • identify and describe characters, major events/plot, setting or problem/solution • identify characteristics (e.g., beginning-middle-end, rhyme, dialogue) of different types of literary texts (e.g., stories, poems, plays, fairy tales)

Cluster: Range of Reading and Level of Text Complexity

CCSS: **CC.1.R.L.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.**

Grade: 1 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: LITERARY Notes:

MG: K-3	GD: 1 to -2	KY.K-3.R.D.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts (e.g., using prior knowledge, previewing text selections, making predictions, generating questions, constructing sensory images, using text features, making connections, determining importance of information)
MG: K-3	GD: 1 to -2	KY.K-3.R.F.EU.1 Students understand that knowing how letters are linked to sounds to form letter-sound correspondence and spelling patterns can help determine unfamiliar words while reading.
MG: K-3	GD: 1 to -2	KY.K-3.R.F.EU.2 Students understand that fluency involves reading orally and silently with speed, accuracy, proper phrasing and expression while attending to text features (e.g., punctuation, italics).
MG: K-3	GD: 1 to -2	KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs
MG: K-3	GD: 1 to -2	KY.K-3.R.F.SC.2 Students will apply context and self-correction strategies while reading (e.g., using pictures, syntax, predictive language to predict upcoming words and text, monitoring own reading, self-correcting, confirming meaning, adjusting pace of reading or rereading to acquire meaning, previewing text selections)
MG: K-3	GD: 1 to -2	KY.K-3.R.F.SC.3 Students will read grade-appropriate material - orally and silently - with accuracy and fluency

MG: K-3	GD: 1 to -2	KY.K-3.R.F.SC.4 Students will use a variety of reading strategies to understand words, word meanings, and texts to develop breadth of vocabulary: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • use context clues to identify the correct meaning as the word is used • apply knowledge of synonyms, antonyms, homonyms/homophones, or compound words to assist comprehension • apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • organize words by categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows)
MG: K-3	GD: 1 to -2	KY.K-3.R.I.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts (e.g., using prior knowledge, previewing text selections, making predictions, generating questions, constructing sensory images, using text features, making connections, determining importance of information)
MG: K-3	GD: 1 to -2	KY.K-3.R.R.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying and literal questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts
MG: K-3	GD: 1 to -2	KY.K-3.R.U.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying and literal questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts

Cluster: Craft and Structure

CCSS: **CC.1.R.L.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.**

Grade: 1 DM: Unmatched

Strand: READING: LITERARY Notes: Unmatched

MG: Unma GD:

Cluster: Craft and Structure

CCSS: **CC.1.R.L.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.**

Grade: 1 DM: Unmatched

Strand: READING: LITERARY Notes: Unmatched

MG: Unma GD:

Cluster: Craft and Structure

CCSS: **CC.1.R.L.6 Identify who is telling the story at various points in a text.**

Grade: 1 DM: Unmatched

Strand: READING: LITERARY Notes: Unmatched

MG: Unma GD:

Cluster: Integration of Knowledge and Ideas

CCSS: **CC.1.R.L.7 Use illustrations and details in a story to describe its characters, setting, or events.**

Grade: 1 DM: Unmatched

Strand: READING: LITERARY Notes: Unmatched

MG: Unma GD:

Cluster: Key Ideas and Details

CCSS: **CC.2.R.L.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.**

Grade: 2 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: LITERARY Notes: not specific to who, what, when, where and why

MG: K-3	GD: 2 to -1	KY.K-3.R.D.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts (e.g., using prior knowledge, previewing text selections, making predictions, generating questions, constructing sensory images, using text features, making connections, determining importance of information)
MG: K-3	GD: 2 to -1	KY.K-3.R.I.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts (e.g., using prior knowledge, previewing text selections, making predictions, generating questions, constructing sensory images, using text features, making connections, determining importance of information)
MG: K-3	GD: 2 to -1	KY.K-3.R.R.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying and literal questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts
MG: K-3	GD: 2 to -1	KY.K-3.R.U.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying and literal questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts
MG: K-3	GD: 2 to -1	KY.K-3.SLO.SC.6 In informal speaking situations, students will ask and respond to questions as a way to participate in class discussions

Cluster: Key Ideas and Details

CCSS: **CC.2.R.L.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.**

Grade: 2 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: LITERARY Notes: diverse cultures not mentioned in state standard

MG: K-3	GD: 2 to -1	KY.K-3.R.I.SC.9 Students will demonstrate understanding of literary elements and literary passages/texts: • identify traits of main characters, interpret possible motives, and explain a character's actions • trace characters and plot across multiple episodes • identify problems and explain how conflicts are resolved • recognize author's craft as appropriate to genre (e.g., figurative language/imagery, rhyme)
MG: K-3	GD: 2 to -1	KY.K-3.R.R.EU.3 Students will understand that reading a wide range of literature by different authors, and from many time periods, cultures, and genres, builds an understanding of the extent of human experience.
MG: K-3	GD: 2 to -1	KY.K-3.R.U.EU.1 Students will understand that reading a wide range of print and non-print texts builds an understanding of texts, of themselves, and of different cultures.
MG: K-3	GD: 2 to -1	KY.K-3.R.U.SC.7 Students will demonstrate understanding of literary elements and literary passages/texts: • identify and describe characters, major events/plot, setting or problem/solution • identify characteristics (e.g., beginning-middle-end, rhyme, dialogue) of different types of literary texts (e.g., stories, poems, plays, fairy tales)

Cluster: Key Ideas and Details

CCSS: **CC.2.R.L.3 Describe how characters in a story respond to major events and challenges.**

Grade: 2 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: LITERARY Notes:

MG: K-3	GD: 2 to -1	KY.K-3.R.I.SC.9 Students will demonstrate understanding of literary elements and literary passages/texts: • identify traits of main characters, interpret possible motives, and explain a character's actions • trace characters and plot across multiple episodes • identify problems and explain how conflicts are resolved • recognize author's craft as appropriate to genre (e.g., figurative language/imagery, rhyme)
MG: K-3	GD: 2 to -1	KY.K-3.R.U.SC.7 Students will demonstrate understanding of literary elements and literary passages/texts: • identify and describe characters, major events/plot, setting or problem/solution • identify characteristics (e.g., beginning-middle-end, rhyme, dialogue) of different types of literary texts (e.g., stories, poems, plays, fairy tales)

Cluster: Craft and Structure

CCSS: **CC.2.R.L.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.**

Grade: 2 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: READING: LITERARY Notes:

MG: 5	GD: -3	KY.5.R.I.SC.5 Students will demonstrate understanding of literary elements and literary passages/texts: • explain a character's actions and interpret possible motives based on a passage • identify problems and explain how conflicts are resolved • identify use of author's craft as appropriate to genre (e.g., rhyme, alliteration, sensory images, simile, description, dialogue)

Cluster: Craft and Structure

CCSS: **CC.2.R.L.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.**

Grade: 2 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: LITERARY Notes:

MG: K-3	GD: 2 to -1	KY.K-3.R.I.SC.2 Students will use text structure cues (e.g., sequence, compare/contrast) to aid in comprehension
MG: K-3	GD: 2 to -1	KY.K-3.R.I.SC.5 Students will examine relationships between earlier and later parts of a text and how these parts make sense together
MG: K-3	GD: 2 to -1	KY.K-3.R.I.SC.9 Students will demonstrate understanding of literary elements and literary passages/texts: • identify traits of main characters, interpret possible motives, and explain a character's actions • trace characters and plot across multiple episodes • identify problems and explain how conflicts are resolved • recognize author's craft as appropriate to genre (e.g., figurative language/imagery, rhyme)
MG: K-3	GD: 2 to -1	KY.K-3.R.U.SC.2 Students will use text structure cues (e.g., sequence, description, compare/contrast) to aid in comprehension
MG: K-3	GD: 2 to -1	KY.K-3.R.U.SC.7 Students will demonstrate understanding of literary elements and literary passages/texts: • identify and describe characters, major events/plot, setting or problem/solution • identify characteristics (e.g., beginning-middle-end, rhyme, dialogue) of different types of literary texts (e.g., stories, poems, plays, fairy tales)

Cluster: Integration of Knowledge and Ideas

CCSS: **CC.2.R.L.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.**

Grade: 2 DM: 3 = Excellent match between the two documents

Strand: READING: LITERARY Notes:

MG: K-3	GD: 2 to -1	KY.K-3.R.D.SC.5 Students will compare books by the same author, or books about the same theme or topic

Cluster: Range of Reading and Level of Text Complexity

CCSS: **CC.2.R.L.10 By the end of the year, read and comprehend literature, including prose and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.**

Grade: 2 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: LITERARY Notes: CCSS is very specific

MG: K-3	GD: 2 to -1	KY.K-3.R.D.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts (e.g., using prior knowledge, previewing text selections, making predictions, generating questions, constructing sensory images, using text features, making connections, determining importance of information)
MG: K-3	GD: 2 to -1	KY.K-3.R.F.EU.1 Students understand that knowing how letters are linked to sounds to form letter-sound correspondence and spelling patterns can help determine unfamiliar words while reading.
MG: K-3	GD: 2 to -1	KY.K-3.R.F.EU.2 Students understand that fluency involves reading orally and silently with speed, accuracy, proper phrasing and expression while attending to text features (e.g., punctuation, italics).
MG: K-3	GD: 2 to -1	KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs
MG: K-3	GD: 2 to -1	KY.K-3.R.F.SC.2 Students will apply context and self-correction strategies while reading (e.g., using pictures, syntax, predictive language to predict upcoming words and text, monitoring own reading, self-correcting, confirming meaning, adjusting pace of reading or rereading to acquire meaning, previewing text selections)
MG: K-3	GD: 2 to -1	KY.K-3.R.F.SC.3 Students will read grade-appropriate material - orally and silently - with accuracy and fluency
MG: K-3	GD: 2 to -1	KY.K-3.R.F.SC.4 Students will use a variety of reading strategies to understand words, word meanings, and texts to develop breadth of vocabulary: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • use context clues to identify the correct meaning as the word is used • apply knowledge of synonyms, antonyms, homonyms/homophones, or compound words to assist comprehension • apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • organize words by categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows)
MG: K-3	GD: 2 to -1	KY.K-3.R.I.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts (e.g., using prior knowledge, previewing text selections, making predictions, generating questions, constructing sensory images, using text features, making connections, determining importance of information)
MG: K-3	GD: 2 to -1	KY.K-3.R.R.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying and literal questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts
MG: K-3	GD: 2 to -1	KY.K-3.R.U.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying and literal questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts

Cluster: Craft and Structure

CCSS: **CC.2.R.L.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.**

Grade: 2 DM: Unmatched

Strand: READING: LITERARY Notes: Unmatched

MG: Unma GD:

Cluster: Integration of Knowledge and Ideas

CCSS: **CC.2.R.L.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.**

Grade: 2 DM: Unmatched

Strand: READING: LITERARY Notes: Unmatched

MG: Unma GD:

Cluster: Key Ideas and Details

CCSS: **CC.3.R.L.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.**

Grade: 3 DM: 3 = Excellent match between the two documents

Strand: READING: LITERARY Notes: state standard goes beyond CCSS

MG: K-3	GD: 3	KY.K-3.R.D.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts (e.g., using prior knowledge, previewing text selections, making predictions, generating questions, constructing sensory images, using text features, making connections, determining importance of information)
MG: K-3	GD: 3	KY.K-3.R.F.SC.4 Students will use a variety of reading strategies to understand words, word meanings, and texts to develop breadth of vocabulary: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • use context clues to identify the correct meaning as the word is used • apply knowledge of synonyms, antonyms, homonyms/homophones, or compound words to assist comprehension • apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • organize words by categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows)
MG: K-3	GD: 3	KY.K-3.R.I.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts (e.g., using prior knowledge, previewing text selections, making predictions, generating questions, constructing sensory images, using text features, making connections, determining importance of information)
MG: K-3	GD: 3	KY.K-3.R.R.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying and literal questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts
MG: K-3	GD: 3	KY.K-3.R.U.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying and literal questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts
MG: K-3	GD: 3	KY.K-3.SLO.SC.6 In informal speaking situations, students will ask and respond to questions as a way to participate in class discussions

Cluster: Key Ideas and Details

CCSS: **CC.3.R.L.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.**

Grade: 3 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: LITERARY Notes: KY standards do not mention diverse cultures, but other than that the state standard goes beyond.

MG: K-3	GD: 3	KY.K-3.R.I.SC.9 Students will demonstrate understanding of literary elements and literary passages/texts: • identify traits of main characters, interpret possible motives, and explain a character's actions • trace characters and plot across multiple episodes • identify problems and explain how conflicts are resolved • recognize author's craft as appropriate to genre (e.g., figurative language/imagery, rhyme)
MG: K-3	GD: 3	KY.K-3.R.R.EU.3 Students will understand that reading a wide range of literature by different authors, and from many time periods, cultures, and genres, builds an understanding of the extent of human experience.
MG: K-3	GD: 3	KY.K-3.R.U.EU.1 Students will understand that reading a wide range of print and non-print texts builds an understanding of texts, of themselves, and of different cultures.
MG: K-3	GD: 3	KY.K-3.R.U.SC.7 Students will demonstrate understanding of literary elements and literary passages/texts: • identify and describe characters, major events/plot, setting or problem/solution • identify characteristics (e.g., beginning-middle-end, rhyme, dialogue) of different types of literary texts (e.g., stories, poems, plays, fairy tales)

Cluster: Key Ideas and Details

CCSS: **CC.3.R.L.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.**

Grade: 3 DM: 3 = Excellent match between the two documents

Strand: READING: LITERARY Notes: state standard goes beyond CCSS

MG: K-3	GD: 3	KY.K-3.R.I.SC.5 Students will examine relationships between earlier and later parts of a text and how these parts make sense together
MG: K-3	GD: 3	KY.K-3.R.I.SC.9 Students will demonstrate understanding of literary elements and literary passages/texts: • identify traits of main characters, interpret possible motives, and explain a character's actions • trace characters and plot across multiple episodes • identify problems and explain how conflicts are resolved • recognize author's craft as appropriate to genre (e.g., figurative language/imagery, rhyme)
MG: K-3	GD: 3	KY.K-3.R.U.SC.7 Students will demonstrate understanding of literary elements and literary passages/texts: • identify and describe characters, major events/plot, setting or problem/solution • identify characteristics (e.g., beginning-middle-end, rhyme, dialogue) of different types of literary texts (e.g., stories, poems, plays, fairy tales)

Cluster: Craft and Structure

CCSS: **CC.3.R.L.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.**

Grade: 3 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: LITERARY Notes: state standard is more broad, literal and nonliteral isn't explicitly mentioned

MG: K-3	GD: 3	KY.K-3.R.F.EU.4 Students understand that many words have multiple meanings. Knowledge of syntax/language structure, semantics/meaning, context cues, and the use of resources can help in identifying the intended meaning of words and phrases as they are used in text.
MG: K-3	GD: 3	KY.K-3.R.U.SC.5 Students will identify unfamiliar words and specialized vocabulary

Cluster: Craft and Structure

CCSS: **CC.3.R.L.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.**

Grade: 3 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: LITERARY Notes: Somewhat similar, but the CCSS is much more detailed and less vague. State standard is broad.

MG: K-3	GD: 3	KY.K-3.R.I.SC.2 Students will use text structure cues (e.g., sequence, compare/contrast) to aid in comprehension
MG: K-3	GD: 3	KY.K-3.R.I.SC.5 Students will examine relationships between earlier and later parts of a text and how these parts make sense together
MG: K-3	GD: 3	KY.K-3.R.U.SC.7 Students will demonstrate understanding of literary elements and literary passages/texts: • identify and describe characters, major events/plot, setting or problem/solution • identify characteristics (e.g., beginning-middle-end, rhyme, dialogue) of different types of literary texts (e.g., stories, poems, plays, fairy tales)
MG: K-3	GD: 3	KY.K-3.SLO.SC.4 In formal speaking situations, students will give credit to sources used (e.g., identifying authors, titles)
MG: K-3	GD: 3	KY.K-3.W.WC.SC.6 Students will document ideas from outside sources (e.g., citing authors or titles within the text)

Cluster: Craft and Structure

CCSS: **CC.3.R.L.6 Distinguish their own point of view from that of the narrator or those of the characters.**

Grade: 3 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: READING: LITERARY Notes:

MG: K-3	GD: 3	KY.K-3.R.I.EU.2 Students will understand that references from texts provide evidence to support conclusions, the information presented, or the author's perspective.

Cluster: Integration of Knowledge and Ideas

CCSS: **CC.3.R.L.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).**

Grade: 3 DM: 3 = Excellent match between the two documents

Strand: READING: LITERARY Notes:

MG: K-3	GD: 3	KY.K-3.R.D.SC.5 Students will compare books by the same author, or books about the same theme or topic

Cluster: Range of Reading and Complexity of Text

CCSS: **CC.3.R.L.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.**

Grade: 3 DM: 3 = Excellent match between the two documents

Strand: READING: LITERARY Notes: CCSS is specific, POS is not.

MG: K-3	GD: 3	KY.K-3.R.D.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts (e.g., using prior knowledge, previewing text selections, making predictions, generating questions, constructing sensory images, using text features, making connections, determining importance of information)
MG: K-3	GD: 3	KY.K-3.R.F.EU.1 Students understand that knowing how letters are linked to sounds to form letter-sound correspondence and spelling patterns can help determine unfamiliar words while reading.
MG: K-3	GD: 3	KY.K-3.R.F.EU.2 Students understand that fluency involves reading orally and silently with speed, accuracy, proper phrasing and expression while attending to text features (e.g., punctuation, italics).
MG: K-3	GD: 3	KY.K-3.R.F.SC.1 Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by: • distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text • recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes) • reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns • producing rhyming words and recognize pairs of rhyming words • recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings • using onsets (in a word, the sound of the letter or letters preceding the first vowel - sit) and rimes (the first vowel and remaining part of the word - sit) to create new words that include blends and digraphs
MG: K-3	GD: 3	KY.K-3.R.F.SC.2 Students will apply context and self-correction strategies while reading (e.g., using pictures, syntax, predictive language to predict upcoming words and text, monitoring own reading, self-correcting, confirming meaning, adjusting pace of reading or rereading to acquire meaning, previewing text selections)
MG: K-3	GD: 3	KY.K-3.R.F.SC.3 Students will read grade-appropriate material - orally and silently - with accuracy and fluency

MG: K-3	GD: 3	KY.K-3.R.F.SC.4 Students will use a variety of reading strategies to understand words, word meanings, and texts to develop breadth of vocabulary: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • use context clues to identify the correct meaning as the word is used • apply knowledge of synonyms, antonyms, homonyms/homophones, or compound words to assist comprehension • apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • organize words by categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows)
MG: K-3	GD: 3	KY.K-3.R.I.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts (e.g., using prior knowledge, previewing text selections, making predictions, generating questions, constructing sensory images, using text features, making connections, determining importance of information)
MG: K-3	GD: 3	KY.K-3.R.R.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying and literal questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts
MG: K-3	GD: 3	KY.K-3.R.U.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying and literal questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts

Cluster: Integration of Knowledge and Ideas

CCSS: **CC.3.R.L.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).**

Grade: 3 DM: Unmatched

Strand: READING: LITERARY Notes: Unmatched

MG: Unma GD:

Cluster: Key Ideas and Details

CCSS: **CC.4.R.L.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**

Grade: 4 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: LITERARY Notes: In the state standards, the students are asked to make inferences and locate key information, but are not asked to provide an explanation with explicit examples from the text. The CCSS goes beyond the state standards.

MG: 4	GD: 0	KY.4.R.F.SC.4 Students will se a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, compound words, or differences in meaning to assist comprehension • identify syllables and parts of words (e.g., prefixes, suffixes, base words); apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • describe words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information (e.g., dates, places); skim to get the general meaning of a passage
MG: 4	GD: 0	KY.4.R.I.EU.2 Students will understand that references from texts provide evidence to support conclusions about the message, the information presented, or the author's perspective.
MG: 4	GD: 0	KY.4.R.R.EU.1 Students will understand that making connections involves thinking beyond the text and applying the text to a variety of situations. Connections may be expressed as comparisons, analogies, inferences, or the synthesis of ideas.
MG: 4	GD: 0	KY.4.R.R.EU.2 Students will understand that references from texts provide evidence of applying ideas and making text-to-self, text-to-texts, and texts-to-real world connections.
MG: 4	GD: 0	KY.4.R.U.SC.7 Students will make text-based inferences; make and check predictions: • demonstrate understanding of literary elements and literary passages/texts: • identify and describe characters ,major events/plot, setting or problem/solution • make and check predictions • identify characteristics of different types of literary texts (e.g., stories, poems, plays, fairy tales, folktales, historical fiction, realistic fiction)

Cluster: Key Ideas and Details

CCSS: **CC.4.R.L.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.**

Grade: 4 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: LITERARY Notes: Only a portion (summarize) of this CCSS is addressed in the state standards.

MG: 4	GD: 0	KY.4.R.U.SC.6 Students will paraphrase and summarize (e.g., to show relationships, relative importance of information) and sequence major events or steps in a process if appropriate
MG: 4	GD: 0	KY.4.R.U.SC.7 Students will make text-based inferences; make and check predictions: • demonstrate understanding of literary elements and literary passages/texts: • identify and describe characters ,major events/plot, setting or problem/solution • make and check predictions • identify characteristics of different types of literary texts (e.g., stories, poems, plays, fairy tales, folktales, historical fiction, realistic fiction)

Cluster: Key Ideas and Details

CCSS: **CC.4.R.L.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).**

Grade: 4 DM: 3 = Excellent match between the two documents

Strand: READING: LITERARY Notes:

MG: 4	GD: 0	KY.4.R.I.SC.5 Students will demonstrate understanding of literary elements and literary passages/texts: • explain a character's actions and interpret possible motives based on a passage • identify problems and explain how conflicts are resolved • recognize author's craft as appropriate to genre (e.g., figurative language, exaggeration)
MG: 4	GD: 0	KY.4.R.U.SC.7 Students will make text-based inferences; make and check predictions: • demonstrate understanding of literary elements and literary passages/texts: • identify and describe characters ,major events/plot, setting or problem/solution • make and check predictions • identify characteristics of different types of literary texts (e.g., stories, poems, plays, fairy tales, folktales, historical fiction, realistic fiction)
MG: K-3	GD: 4 to 1	KY.K-3.R.I.SC.9 Students will demonstrate understanding of literary elements and literary passages/texts: • identify traits of main characters, interpret possible motives, and explain a character's actions • trace characters and plot across multiple episodes • identify problems and explain how conflicts are resolved • recognize author's craft as appropriate to genre (e.g., figurative language/imagery, rhyme)

Cluster: Craft and Structure

CCSS: **CC.4.R.L.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).**

Grade: 4 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: LITERARY Notes: There is no mention of mythology (in the intermediate grades) in the state standards.

MG: 4	GD: 0	KY.4.R.F.EU.4 Students will understand that many words have multiple meanings. Knowledge of syntax/language structure, semantics/meaning, context cues, and the use of resources can help in identifying the intended meaning of words and phrases as they are used in text.
MG: 5	GD: -1	KY.5.R.U.SC.5 Students will identify meanings of unfamiliar words and specialized vocabulary (words/terms needed to understand content)

Cluster: Craft and Structure

CCSS: **CC.4.R.L.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, stage directions) when writing or speaking about a text.**

Grade: 4 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: LITERARY Notes: Students are asked to know the same content in the state standards. However, they are not asked to explain the differences between poems, drama, and prose.

MG: 4	GD: 0	KY.4.R.D.SC.2 Students will identify the organizational pattern used (e.g., sentence lengths and structures, paragraphs in prose, verses in poems, sequence, description) and describe how understanding the structure helps to understand the text
MG: 4	GD: 0	KY.4.R.U.SC.7 Students will make text-based inferences; make and check predictions: • demonstrate understanding of literary elements and literary passages/texts: • identify and describe characters ,major events/plot, setting or problem/solution • make and check predictions • identify characteristics of different types of literary texts (e.g., stories, poems, plays, fairy tales, folktales, historical fiction, realistic fiction)
MG: K-3	GD: 4 to 1	KY.K-3.R.U.SC.7 Students will demonstrate understanding of literary elements and literary passages/texts: • identify and describe characters, major events/plot, setting or problem/solution • identify characteristics (e.g., beginning-middle-end, rhyme, dialogue) of different types of literary texts (e.g., stories, poems, plays, fairy tales)

Cluster: Craft and Structure

CCSS: **CC.4.R.L.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.**

Grade: 4 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: READING: LITERARY Notes: In the state standards, students are not asked to compare and contrast the differences between first- and third-person narrations.

MG: 4	GD: 0	KY.4.R.I.EU.2 Students will understand that references from texts provide evidence to support conclusions about the message, the information presented, or the author's perspective.
MG: 5	GD: -1	KY.5.W.C.SC.7 Students will communicate understanding of ideas or events from different viewpoints

Cluster: Integration of Knowledge and Ideas

CCSS: **CC.4.R.L.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.**

Grade: 4 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: LITERARY Notes:

MG: 4	GD: 0	KY.4.R.R.EU.1 Students will understand that making connections involves thinking beyond the text and applying the text to a variety of situations. Connections may be expressed as comparisons, analogies, inferences, or the synthesis of ideas.
MG: 4	GD: 0	KY.4.R.R.EU.2 Students will understand that references from texts provide evidence of applying ideas and making text-to-self, text-to-texts, and texts-to-real world connections.
MG: 4	GD: 0	KY.4.R.R.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts to make connections
MG: 4	GD: 0	KY.4.R.R.SC.4 Students will read a range of texts by the same author, about the same subject, or from the same genre in order to respond and make connections (text-to-self, text-to-text, text-to-world)

Cluster: Integration of Knowledge and Ideas

CCSS: **CC.4.R.L.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.**

Grade: 4 DM: 3 = Excellent match between the two documents

Strand: READING: LITERARY Notes:

MG: 4	GD: 0	KY.4.R.U.EU.1 Students will understand that reading a wide range of print and non-print texts builds an understanding of texts, of themselves, and of different cultures.
MG: K-3	GD: 4 to 1	KY.K-3.R.D.SC.5 Students will compare books by the same author, or books about the same theme or topic

Cluster: Range of Reading and Complexity of Text

CCSS: **CC.4.R.L.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.**

Grade: 4 DM: 3 = Excellent match between the two documents

Strand: READING: LITERARY Notes:

MG: 4	GD: 0	KY.4.R.F.SC.1 Students will read high-frequency/grade-appropriate words with automaticity in connected text; read multisyllabic words using knowledge of sounds, word structure, syllable types, and word patterns; and identify the purpose of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of a variety of texts
MG: 4	GD: 0	KY.4.R.F.SC.3 Students will read grade-appropriate material--orally and silently--with accuracy and fluency
MG: 4	GD: 0	KY.4.R.F.SC.4 Students will se a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, compound words, or differences in meaning to assist comprehension • identify syllables and parts of words (e.g., prefixes, suffixes, base words); apply the meanings of common prefixes or suffixes to comprehend unfamiliar words • describe words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information (e.g., dates, places); skim to get the general meaning of a passage
MG: 4	GD: 0	KY.4.R.U.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying and literal questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts

Cluster: Key Ideas and Details

CCSS: **CC.5.R.L.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.**

Grade: 5 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: LITERARY Notes: The state standards do not ask the students to quote from the text when making inferences.

MG: 5	GD: 0	KY.5.R.F.SC.4 Students will use a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, compound words, or differences in meaning to assist comprehension • identify syllables and parts of words (e.g., prefixes, suffixes, base words) and apply the meanings to comprehend unfamiliar words • describe words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information (e.g., dates, places); skim to get the general meaning of a passage
MG: 5	GD: 0	KY.5.R.I.EU.2 Students will understand that references from texts provide evidence to support conclusions drawn about the message, the information presented, or the author's perspective.
MG: 5	GD: 0	KY.5.R.R.EU.2 Students will understand that references from texts provide evidence of applying ideas and making text-to-self, text-to-texts, and texts-to-real world connections.
MG: 5	GD: 0	KY.5.R.U.SC.7 Students will make text-based inferences; make and check predictions

Cluster: Key Ideas and Details

CCSS: **CC.5.R.L.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.**

Grade: 5 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: READING: LITERARY Notes: Students are not asked to determine the theme in the state standards.

MG: 4	GD: 1	KY.4.R.U.SC.7 Students will make text-based inferences; make and check predictions: • demonstrate understanding of literary elements and literary passages/texts: • identify and describe characters ,major events/plot, setting or problem/solution • make and check predictions • identify characteristics of different types of literary texts (e.g., stories, poems, plays, fairy tales, folktales, historical fiction, realistic fiction)
MG: 5	GD: 0	KY.5.R.I.SC.5 Students will demonstrate understanding of literary elements and literary passages/texts: • explain a character's actions and interpret possible motives based on a passage • identify problems and explain how conflicts are resolved • identify use of author's craft as appropriate to genre (e.g., rhyme, alliteration, sensory images, simile, description, dialogue)
MG: 5	GD: 0	KY.5.R.U.SC.6 Students will paraphrase and summarize (e.g., to show relationships, relative importance of information), or sequence major events or steps in a process if appropriate

Cluster: Key Ideas and Details

CCSS: **CC.5.R.L.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).**

Grade: 5 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: LITERARY Notes: The state standard is a building block to this CCSS. Students are not asked to compare and contrast more than one character, setting or event in the state standards.

MG:	GD:	
5	0	KY.5.R.U.SC.8 Students will demonstrate understanding of literary elements and literary passages/texts: • describe characters and character traits, major events/plot, setting or problem/solution • make and check predictions • identify characteristics of different types of literary texts (e.g., stories, poems, plays, folktales, historical fiction, realistic fiction, mysteries)

Cluster: Craft and Structure

CCSS: **CC.5.R.L.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.**

Grade: 5 DM: 3 = Excellent match between the two documents

Strand: READING: LITERARY Notes:

MG:	GD:	
4	1	KY.4.R.F.EU.4 Students will understand that many words have multiple meanings. Knowledge of syntax/language structure, semantics/meaning, context cues, and the use of resources can help in identifying the intended meaning of words and phrases as they are used in text.
5	0	KY.5.W.WC.SC.1 Students will choose precise and descriptive language for clarity, richness and/or its effect on the reader (words with multiple meanings, words that imply different shades of meaning strong nouns and verbs, concrete and sensory details, figurative language - simple metaphors, personification)

Cluster: Craft and Structure

CCSS: **CC.5.R.L.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.**

Grade: 5 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: LITERARY Notes: In the state standards, the students are not asked to explain how the chapters, scenes or stanzas fit together to provide the overall structure.

MG:	GD:	
5	0	KY.5.R.D.SC.2 Students will evaluate what is read based on the author's word choice, sentence variety, content or use of literary elements
K-3	5 to 2	KY.K-3.W.S.EU.2 Students will understand that different types of structures (e.g., paragraphs, stanzas) are appropriate for different purposes, audiences and different forms of writing. Paragraphs maintain focus on one central idea.

Cluster: Craft and Structure

CCSS: **CC.5.R.L.6 Describe how a narrator's or speaker's point of view influences how events are described.**

Grade: 5 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: LITERARY Notes: The state standards do not ask students to describe how point of view influences the way which events are described.

MG:	GD:	
5	0	KY.5.R.I.EU.2 Students will understand that references from texts provide evidence to support conclusions drawn about the message, the information presented, or the author's perspective.
5	0	KY.5.W.C.SC.7 Students will communicate understanding of ideas or events from different viewpoints

Cluster: Integration of Knowledge and Ideas

CCSS: **CC.5.R.L.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel; multimedia presentation of fiction, folktale, myth, poem).**

Grade: 5 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: READING: LITERARY Notes: The state standards do not ask students to analyze how multimedia elements contribute to meaning, tone or beauty of the text.

MG: 5	GD: 0	KY.5.R.R.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts to make connections
MG: 5	GD: 0	KY.5.R.U.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying, literal and inferential questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts

Cluster: Integration of Knowledge and Ideas

CCSS: **CC.5.R.L.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.**

Grade: 5 DM: 3 = Excellent match between the two documents

Strand: READING: LITERARY Notes:

MG: 5	GD: 0	KY.5.R.R.SC.4 Students will read a wide range of texts, including texts by the same author, about the same subject, or from the same genre in order to respond and make connections (text-to-self, text-to-text, text-to-world)
MG: K-3	GD: 5 to 2	KY.K-3.R.D.SC.5 Students will compare books by the same author, or books about the same theme or topic

Cluster: Range of Reading and Complexity of Text

CCSS: **CC.5.R.L.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.**

Grade: 5 DM: 3 = Excellent match between the two documents

Strand: READING: LITERARY Notes:

MG: 5	GD: 0	KY.5.R.F.EU.2 Students will understand that fluency involves reading orally and silently with speed, accuracy, proper phrasing and expression, while attending to text features (e.g., punctuation, italics).
MG: 5	GD: 0	KY.5.R.F.SC.1 Students will read grade-appropriate texts with automaticity; read multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns; and explain the purpose of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of a variety of texts
MG: 5	GD: 0	KY.5.R.F.SC.3 Students will read grade-appropriate material --orally and silently --with accuracy and fluency
MG: 5	GD: 0	KY.5.R.F.SC.4 Students will use a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, compound words, or differences in meaning to assist comprehension • identify syllables and parts of words (e.g., prefixes, suffixes, base words) and apply the meanings to comprehend unfamiliar words • describe words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information (e.g., dates, places); skim to get the general meaning of a passage
MG: 5	GD: 0	KY.5.R.I.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts

MG: 5	GD: 0	KY.5.R.U.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying, literal and inferential questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts

Cluster: Key Ideas and Details

CCSS: **CC.6.R.L.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

Grade: 6 DM: 3 = Excellent match between the two documents

Strand: READING: LITERARY Notes: KY.6.R.F.SC.4 matches part g) scan to find specific information; skim to get the general meaning of a passage. KY.6.R.I.SC.5 matches part c) identify details that support the main idea or explain their importance in a passage.

MG: 6	GD: 0	KY.6.R.F.SC.4 Students will use a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, differences in meaning, or simple analogies to assist comprehension • interpret and explain literal and non-literal meanings of words or phrases, based on context • identify syllables and parts of words (e.g., prefixes, suffixes, base words, common roots) and apply their meanings to comprehend unfamiliar words • describe words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information (e.g., dates, places); skim to get the general meaning of a passage
MG: 6	GD: 0	KY.6.R.I.SC.3 Students will use text references to explain author's purpose, author's message or theme and supporting evidence
MG: 6	GD: 0	KY.6.R.I.SC.4 Students will record and organize ideas to show understanding of central ideas and interrelationships (e.g., charting, mapping, graphic organizer, outlining, note taking)
MG: 6	GD: 0	KY.6.R.I.SC.5 Students will demonstrate understanding of literary elements and literary passages/texts: • analyze how external conflicts are resolved • identify use of author's craft as appropriate to genre (e.g., rhyme, alliteration, sensory images, simile, description, dialogue) • explain the relationship between events in a story and a character's behavior • identify details that support the main idea or explain their importance in a passage
MG: 6	GD: 0	KY.6.R.R.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts to make connections
MG: 6	GD: 0	KY.6.R.U.SC.5 Students will paraphrase and summarize information from texts of various lengths; make text-based inferences; draw conclusions based on what is read

Cluster: Key Ideas and Details

CCSS: **CC.6.R.L.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: 6 DM: 3 = Excellent match between the two documents

Strand: READING: LITERARY Notes:

MG: 6	GD: 0	KY.6.R.I.SC.4 Students will record and organize ideas to show understanding of central ideas and interrelationships (e.g., charting, mapping, graphic organizer, outlining, note taking)
MG: 6	GD: 0	KY.6.R.U.SC.5 Students will paraphrase and summarize information from texts of various lengths; make text-based inferences; draw conclusions based on what is read
MG: 6	GD: 0	KY.6.R.U.SC.6 Students will demonstrate understanding of literary elements and literary passages/texts: • identify characteristics of different types of literary texts (e.g., stories, poems, plays, folktales, historical fiction, realistic fiction, mysteries, science fiction, myths, legends) • identify and explain the main idea of a passage

Cluster: Key Ideas and Details

CCSS: **CC.6.R.L.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.**

Grade: 6 DM: 3 = Excellent match between the two documents

Strand: READING: LITERARY Notes:

MG: 6	GD: 0	KY.6.R.D.SC.7 Students will make connections and synthesize information within and across texts (e.g., comparing themes, ideas, concept development)
MG: 6	GD: 0	KY.6.R.I.SC.5 Students will demonstrate understanding of literary elements and literary passages/texts: • analyze how external conflicts are resolved • identify use of author's craft as appropriate to genre (e.g., rhyme, alliteration, sensory images, simile, description, dialogue) • explain the relationship between events in a story and a character's behavior • identify details that support the main idea or explain their importance in a passage
MG: 6	GD: 0	KY.6.R.U.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying, literal and inferential questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts
MG: 6	GD: 0	KY.6.R.U.SC.2 Students will use text structure cues (e.g., chronology, cause/effect, compare/contrast, description, classification, logical/sequential), to aid in comprehension

Cluster: Craft and Structure

CCSS: **CC.6.R.L.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.**

Grade: 6 DM: 3 = Excellent match between the two documents

Strand: READING: LITERARY Notes:

MG: 6	GD: 0	KY.6.R.D.SC.6 Students will explain the effectiveness of literary devices or figurative language in evoking what the author intended (e.g., picturing a setting, predicting a consequence, establishing a mood or feeling)
MG: 6	GD: 0	KY.6.R.F.SC.4 Students will use a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, differences in meaning, or simple analogies to assist comprehension • interpret and explain literal and non-literal meanings of words or phrases, based on context • identify syllables and parts of words (e.g., prefixes, suffixes, base words, common roots) and apply their meanings to comprehend unfamiliar words • describe words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information (e.g., dates, places); skim to get the general meaning of a passage
MG: 6	GD: 0	KY.6.R.U.SC.4 Students will explain the meaning of concrete or abstract terms, based on the context (e.g., "loaded" words, connotation, denotation)

Cluster: Craft and Structure

CCSS: **CC.6.R.L.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.**

Grade: 6 DM: 3 = Excellent match between the two documents

Strand: READING: LITERARY Notes:

MG: 6	GD: 0	KY.6.R.D.SC.1 Students will analyze how text features organize information for clarity or for usefulness

MG: 6	GD: 0	KY.6.R.D.SC.2 Students will identify the organizational pattern used (e.g., description, sequence, cause/effect, compare/contrast, logical/sequential) and explain how it helps in understanding the passage (e.g., organizing key ideas) and meeting the author's purpose
MG: 6	GD: 0	KY.6.R.D.SC.7 Students will make connections and synthesize information within and across texts (e.g., comparing themes, ideas, concept development)
MG: 6	GD: 0	KY.6.R.U.SC.2 Students will use text structure cues (e.g., chronology, cause/effect, compare/contrast, description, classification, logical/sequential), to aid in comprehension

Cluster: Craft and Structure

CCSS: **CC.6.R.L.6 Explain how an author develops the point of view of the narrator or speaker in a text.**

Grade: 6 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: LITERARY Notes:

MG: 6	GD: 0	KY.6.R.I.SC.3 Students will use text references to explain author's purpose, author's message or theme and supporting evidence

Cluster: Integration of Knowledge and Ideas

CCSS: **CC.6.R.L.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.**

Grade: 6 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: LITERARY Notes:

MG: 6	GD: 0	KY.6.R.D.SC.6 Students will explain the effectiveness of literary devices or figurative language in evoking what the author intended (e.g., picturing a setting, predicting a consequence, establishing a mood or feeling)
MG: 6	GD: 0	KY.6.R.I.SC.3 Students will use text references to explain author's purpose, author's message or theme and supporting evidence
MG: 6	GD: 0	KY.6.R.U.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying, literal and inferential questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts

Cluster: Integration of Knowledge and Ideas

CCSS: **CC.6.R.L.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.**

Grade: 6 DM: 3 = Excellent match between the two documents

Strand: READING: LITERARY Notes:

MG: 6	GD: 0	KY.6.R.D.SC.10 Students will evaluate connections among evidences and inferences
MG: 6	GD: 0	KY.6.R.D.SC.7 Students will make connections and synthesize information within and across texts (e.g., comparing themes, ideas, concept development)
MG: 6	GD: 0	KY.6.R.D.SC.9 Students will evaluate arguments, interpret, and analyze information from multiple sources by synthesizing arguments or claims to discover the relationship between the parts
MG: 6	GD: 0	KY.6.R.R.SC.3 Students will use evidence from text(s) to generate a personal response to what is read or viewed: • relate texts to prior knowledge, personal experiences, other texts or ideas • provide text references/evidence to support connections (text-to-self, text-to-text, text-to-world)
MG: 6	GD: 0	KY.6.R.R.SC.4 Students will read a wide range of texts, including texts by the same author, about the same subject or theme, or from the same genre in order to respond and make connections (text-to-self, text-to-text, text-to-world)

MG: 6	GD: 0	KY.6.R.U.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying, literal and inferential questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts
MG: 6	GD: 0	KY.6.R.U.SC.5 Students will paraphrase and summarize information from texts of various lengths; make text-based inferences; draw conclusions based on what is read

Cluster: Range of Reading and Level of Text Complexity

CCSS: **CC.6.R.L.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.**

Grade: 6 DM: 3 = Excellent match between the two documents

Strand: READING: LITERARY Notes:

MG: 6	GD: 0	KY.6.R.F.SC.1 Students will apply context and self-correction strategies while reading
MG: 6	GD: 0	KY.6.R.F.SC.3 Students will read grade-appropriate material -- orally and silently- with automaticity (accuracy and fluency, phrasing, expression, and attention to text features
MG: 6	GD: 0	KY.6.R.U.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying, literal and inferential questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts

Cluster: Key Ideas and Details

CCSS: **CC.7.R.L.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: 7 DM: 3 = Excellent match between the two documents

Strand: READING: LITERARY Notes: KY.7.R.F.SC.4 matches to part h) scan to find specific key information; skim to get the general meaning of a passage. KY.7.R.I.SC.5 matches part d) identify details that support the main idea and explain their importance in a passage.

MG: 7	GD: 0	KY.7.R.F.SC.4 Students will use a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, shades of meaning, or analogies to assist comprehension • interpret the meaning of jargon, dialect or specialized vocabulary used in a passage • interpret and explain literal and non-literal meanings of words or phrases, based on use in context • identify syllables and parts of words (e.g., prefixes, suffixes, base words, common roots) and apply their meanings to comprehend unfamiliar words • describe words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows • scan to find specific key information; skim to get the general meaning of a passage
MG: 7	GD: 0	KY.7.R.I.SC.3 Students will use text references to explain author's purpose, author's message or theme, and supporting evidence
MG: 7	GD: 0	KY.7.R.I.SC.5 Students will demonstrate understanding of literary elements and literary passages/texts: • analyze how external conflicts or internal conflicts are resolved • explain author's craft as appropriate to genre • analyze the relationship between events in a story and a character's behavior • identify details that support the main idea and explain their importance in a passage
MG: 7	GD: 0	KY.7.R.U.SC.5 Students will make text-based inferences; draw conclusions based on what is read

Cluster: Key Ideas and Details

CCSS: **CC.7.R.L.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.**

Grade: 7 DM: 3 = Excellent match between the two documents

Strand: READING: LITERARY Notes:

MG: 7	GD: 0	KY.7.R.D.SC.5 Students will interpret the interactions among literary elements within and across a variety of texts
MG: 7	GD: 0	KY.7.R.D.SC.7 Students will make comparisons and synthesize information within and across texts (e.g., comparing themes, ideas, concept development, literary elements, events)
MG: 7	GD: 0	KY.7.R.D.SC.9 Students will evaluate arguments, interpret, and analyze information from multiple sources by synthesizing arguments or claims to discover the relationship between the parts
MG: 7	GD: 0	KY.7.R.I.SC.2 Students will use text structure cues (e.g., chronology, cause/effect, compare/contrast, proposition and support, description, classification, logical/sequential) to aid comprehension
MG: 7	GD: 0	KY.7.R.U.SC.2 Students will use text structure cues (e.g., chronology, cause/effect, compare/contrast, proposition and support, description, classification, logical/sequential) to aid in comprehension
MG: 7	GD: 0	KY.7.R.U.SC.4 Students will paraphrase and summarize information from texts of various lengths

Cluster: Key Ideas and Details

CCSS: **CC.7.R.L.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).**

Grade: 7 DM: 3 = Excellent match between the two documents

Strand: READING: LITERARY Notes:

MG: 7	GD: 0	KY.7.R.D.SC.2 Students will apply knowledge of the organizational pattern used (e.g., description, sequence, cause/effect, compare/contrast, logical/sequential, problem/solution) and explain how it helps in understanding the passage and meeting the author's purpose
MG: 7	GD: 0	KY.7.R.D.SC.3 Students will evaluate what is read, based on the author's word choice, sentence variety, content, tone and style, or use of literary elements
MG: 7	GD: 0	KY.7.R.D.SC.5 Students will interpret the interactions among literary elements within and across a variety of texts
MG: 7	GD: 0	KY.7.R.D.SC.6 Students will explain the effectiveness of literary devices or figurative language in evoking what the author intended (e.g., picturing a setting, predicting a consequence, establishing a mood or feeling)
MG: 7	GD: 0	KY.7.R.I.SC.2 Students will use text structure cues (e.g., chronology, cause/effect, compare/contrast, proposition and support, description, classification, logical/sequential) to aid comprehension
MG: 7	GD: 0	KY.7.R.I.SC.5 Students will demonstrate understanding of literary elements and literary passages/texts: • analyze how external conflicts or internal conflicts are resolved • explain author's craft as appropriate to genre • analyze the relationship between events in a story and a character's behavior • identify details that support the main idea and explain their importance in a passage

Cluster: Craft and Structure

CCSS: **CC.7.R.L.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.**

Grade: 7 DM: 3 = Excellent match between the two documents

Strand: READING: LITERARY Notes:

MG: 7	GD: 0	KY.7.R.D.SC.3 Students will evaluate what is read, based on the author's word choice, sentence variety, content, tone and style, or use of literary elements
MG: 7	GD: 0	KY.7.R.D.SC.5 Students will interpret the interactions among literary elements within and across a variety of texts
MG: 7	GD: 0	KY.7.R.D.SC.6 Students will explain the effectiveness of literary devices or figurative language in evoking what the author intended (e.g., picturing a setting, predicting a consequence, establishing a mood or feeling)
MG: 7	GD: 0	KY.7.R.F.SC.4 Students will use a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, shades of meaning, or analogies to assist comprehension • interpret the meaning of jargon, dialect or specialized vocabulary used in a passage • interpret and explain literal and non-literal meanings of words or phrases, based on use in context • identify syllables and parts of words (e.g., prefixes, suffixes, base words, common roots) and apply their meanings to comprehend unfamiliar words • describe words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows • scan to find specific key information; skim to get the general meaning of a passage
MG: 7	GD: 0	KY.7.R.U.SC.3 Students will explain the meaning of concrete or abstract terms, based on the context (e.g., "loaded" words, connotation, denotation)

Cluster: Craft and Structure

CCSS: **CC.7.R.L.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.**

Grade: 7 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: LITERARY Notes:

MG: 7	GD: 0	KY.7.R.D.SC.12 Students will evaluate the use of persuasive or propaganda techniques
MG: 7	GD: 0	KY.7.R.D.SC.2 Students will apply knowledge of the organizational pattern used (e.g., description, sequence, cause/effect, compare/contrast, logical/sequential, problem/solution) and explain how it helps in understanding the passage and meeting the author's purpose
MG: 7	GD: 0	KY.7.R.D.SC.3 Students will evaluate what is read, based on the author's word choice, sentence variety, content, tone and style, or use of literary elements
MG: 7	GD: 0	KY.7.R.D.SC.5 Students will interpret the interactions among literary elements within and across a variety of texts
MG: 7	GD: 0	KY.7.R.I.SC.2 Students will use text structure cues (e.g., chronology, cause/effect, compare/contrast, proposition and support, description, classification, logical/sequential) to aid comprehension
MG: 7	GD: 0	KY.7.R.I.SC.5 Students will demonstrate understanding of literary elements and literary passages/texts: • analyze how external conflicts or internal conflicts are resolved • explain author's craft as appropriate to genre • analyze the relationship between events in a story and a character's behavior • identify details that support the main idea and explain their importance in a passage
MG: 7	GD: 0	KY.7.R.R.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts to make connections
MG: 7	GD: 0	KY.7.R.U.SC.2 Students will use text structure cues (e.g., chronology, cause/effect, compare/contrast, proposition and support, description, classification, logical/sequential) to aid in comprehension

Cluster: Craft and Structure

CCSS: **CC.7.R.L.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.**

Grade: 7 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: LITERARY Notes:

MG: 7	GD: 0	KY.7.R.D.SC.3 Students will evaluate what is read, based on the author's word choice, sentence variety, content, tone and style, or use of literary elements
MG: 7	GD: 0	KY.7.R.D.SC.7 Students will make comparisons and synthesize information within and across texts (e.g., comparing themes, ideas, concept development, literary elements, events)
MG: 7	GD: 0	KY.7.R.I.SC.3 Students will use text references to explain author's purpose, author's message or theme, and supporting evidence
MG: 7	GD: 0	KY.7.R.I.SC.5 Students will demonstrate understanding of literary elements and literary passages/texts: • analyze how external conflicts or internal conflicts are resolved • explain author's craft as appropriate to genre • analyze the relationship between events in a story and a character's behavior • identify details that support the main idea and explain their importance in a passage

Cluster: Integration of Knowledge and Ideas

CCSS: **CC.7.R.L.7 Compare and contrast a story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).**

Grade: 7 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: LITERARY Notes:

MG: 7	GD: 0	KY.7.R.D.SC.3 Students will evaluate what is read, based on the author's word choice, sentence variety, content, tone and style, or use of literary elements
MG: 7	GD: 0	KY.7.R.D.SC.5 Students will interpret the interactions among literary elements within and across a variety of texts
MG: 7	GD: 0	KY.7.R.D.SC.7 Students will make comparisons and synthesize information within and across texts (e.g., comparing themes, ideas, concept development, literary elements, events)
MG: 7	GD: 0	KY.7.R.D.SC.9 Students will evaluate arguments, interpret, and analyze information from multiple sources by synthesizing arguments or claims to discover the relationship between the parts
MG: 7	GD: 0	KY.7.R.R.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts to make connections
MG: 7	GD: 0	KY.7.R.U.SC.6 Students will demonstrate understanding of literary elements and literary passages/texts: • identify characteristics of different types of literary texts (e.g., short stories, poems, plays, historical fiction, realistic fiction, mysteries, science fiction, myths) • identify and explain the main idea of a passage

Cluster: Integration of Knowledge and Ideas

CCSS: **CC.7.R.L.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.**

Grade: 7 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: LITERARY Notes:

MG: 7	GD: 0	KY.7.R.D.SC.10 Students will evaluate connections among evidences and inferences
MG: 7	GD: 0	KY.7.R.D.SC.2 Students will apply knowledge of the organizational pattern used (e.g., description, sequence, cause/effect, compare/contrast, logical/sequential, problem/solution) and explain how it helps in understanding the passage and meeting the author's purpose
MG: 7	GD: 0	KY.7.R.D.SC.7 Students will make comparisons and synthesize information within and across texts (e.g., comparing themes, ideas, concept development, literary elements, events)
MG: 7	GD: 0	KY.7.R.D.SC.8 Students will evaluate the accuracy of information presented in texts
MG: 7	GD: 0	KY.7.R.D.SC.9 Students will evaluate arguments, interpret, and analyze information from multiple sources by synthesizing arguments or claims to discover the relationship between the parts
MG: 7	GD: 0	KY.7.R.I.SC.6 Students will demonstrate understanding of informational passages/texts: • distinguish between informative or persuasive passages • identify use of persuasive techniques (e.g., logical/emotional/ethical appeal, repetition, rhetorical question) and propaganda techniques (e.g., testimonial, bandwagon) • use evidence/references from the text to state central/main idea and details that support them; explain the importance of details in a passage • understand cause-effect inferences • distinguish between facts and opinions found in texts • explain the purposes of text features in different types of informational texts
MG: 7	GD: 0	KY.7.R.R.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts to make connections

MG: 7	GD: 0	KY.7.R.R.SC.4 Students will read a wide range of texts, including texts by the same author, about the same subject or theme, or from the same genre in order to respond and make connections (text-to-self, text-to-text, text-to-world)

Cluster: Range of Reading and Level of Text Complexity

CCSS: **CC.7.R.L.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.**

Grade: 7 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: LITERARY Notes:

MG: 7	GD: 0	KY.7.R.F.SC.1 Students will apply context and self-correction strategies while reading
MG: 7	GD: 0	KY.7.R.F.SC.3 Students will read grade-appropriate material -- orally and silently- with automaticity (accuracy and fluency, phrasing, expression, and attention to text features - e.g., punctuation, italics, dialogue)
MG: 7	GD: 0	KY.7.R.I.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts
MG: 7	GD: 0	KY.7.R.U.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating, clarifying, literal and inferential questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts

Cluster: Key Ideas and Details

CCSS: **CC.8.R.L.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: 8 DM: 3 = Excellent match between the two documents

Strand: READING: LITERARY Notes:

MG: 8	GD: 0	KY.8.R.F.SC.4 Students will se a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, shades of meaning, or analogies to assist comprehension • interpret the meaning of jargon, dialect, or specialized vocabulary used in a passage • interpret and explain literal and non-literal meanings of words or phrases, analogies, idioms and allusions, based on use in context • apply knowledge of synonyms, antonyms, word parts (e.g., roots, affixes , cognates) • explain and organize words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information; skim to get the general meaning of a passage
MG: 8	GD: 0	KY.8.R.I.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts
MG: 8	GD: 0	KY.8.R.U.SC.5 Students will make text-based inferences; draw conclusions based on what is read

Cluster: Key Ideas and Details

CCSS: **CC.8.R.L.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.**

Grade: 8 DM: 3 = Excellent match between the two documents

Strand: READING: LITERARY Notes:

MG: 8	GD: 0	KY.8.R.D.SC.2 Students will identify the organizational pattern used (e.g., description, sequence, cause/effect, compare/contrast, logical/sequential, problem/solution, proposition/support) and explain how it helps in understanding the passage and meeting the author's purpose
MG: 8	GD: 0	KY.8.R.D.SC.3 Students will evaluate what is read based on the author's purpose, message, word choice, sentence variety, content, tone, style or use of literary elements
MG: 8	GD: 0	KY.8.R.I.SC.2 Students will use text structure cues (e.g., chronology, cause/effect, compare/contrast, proposition and support, description, classification, logical/sequential) to aid comprehension
MG: 8	GD: 0	KY.8.R.I.SC.3 Students will use text references to explain author's purpose, author's message or theme, and supporting evidence
MG: 8	GD: 0	KY.8.R.I.SC.5 Students will demonstrate understanding of literary elements and literary passages/texts: • analyze how external or internal conflicts are resolved • explain author's craft (e.g., stanzas, rhythm, foreshadowing, flashbacks, symbolism) as appropriate to genre • analyze the relationship between a speaker's or character's motivation and behavior in a passage, as revealed by the dilemmas • analyze the use of details that support the main idea and explain their importance in a passage
MG: 8	GD: 0	KY.8.R.R.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts to make connections
MG: 8	GD: 0	KY.8.R.U.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, generating clarifying, literal and inferential questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts
MG: 8	GD: 0	KY.8.R.U.SC.2 Students will use text structure cues (e.g., chronology, cause/effect, compare/contrast, proposition/support, description, classification, logical/sequential) to aid in comprehension

MG: 8	GD: 0	KY.8.R.U.SC.4 Students will paraphrase and summarize information from texts of various lengths
MG: 8	GD: 0	KY.8.R.U.SC.5 Students will make text-based inferences; draw conclusions based on what is read
MG: 8	GD: 0	KY.8.R.U.SC.6 Students will demonstrate understanding of literary elements and literary passages/texts: • identify and explain characteristics of different types of literary texts (e.g., myths, epics, poems, novels, dramas) • explain the main idea of a passage

Cluster: Key Ideas and Details

CCSS: **CC.8.R.L.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.**

Grade: 8 DM: 3 = Excellent match between the two documents

Strand: READING: LITERARY Notes:

MG: 8	GD: 0	KY.8.R.D.SC.2 Students will identify the organizational pattern used (e.g., description, sequence, cause/effect, compare/contrast, logical/sequential, problem/solution, proposition/support) and explain how it helps in understanding the passage and meeting the author's purpose
MG: 8	GD: 0	KY.8.R.D.SC.3 Students will evaluate what is read based on the author's purpose, message, word choice, sentence variety, content, tone, style or use of literary elements
MG: 8	GD: 0	KY.8.R.I.SC.2 Students will use text structure cues (e.g., chronology, cause/effect, compare/contrast, proposition and support, description, classification, logical/sequential) to aid comprehension
MG: 8	GD: 0	KY.8.R.I.SC.5 Students will demonstrate understanding of literary elements and literary passages/texts: • analyze how external or internal conflicts are resolved • explain author's craft (e.g., stanzas, rhythm, foreshadowing, flashbacks, symbolism) as appropriate to genre • analyze the relationship between a speaker's or character's motivation and behavior in a passage, as revealed by the dilemmas • analyze the use of details that support the main idea and explain their importance in a passage
MG: 8	GD: 0	KY.8.R.R.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts to make connections
MG: 8	GD: 0	KY.8.R.U.SC.5 Students will make text-based inferences; draw conclusions based on what is read

Cluster: Craft and Structure

CCSS: **CC.8.R.L.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.**

Grade: 8 DM: 3 = Excellent match between the two documents

Strand: READING: LITERARY Notes:

MG: 8	GD: 0	KY.8.R.D.SC.3 Students will evaluate what is read based on the author's purpose, message, word choice, sentence variety, content, tone, style or use of literary elements
MG: 8	GD: 0	KY.8.R.D.SC.6 Students will analyze the effectiveness of literary devices or figurative language in evoking what the author intended (e.g., picturing a setting, predicting a consequence, establishing a mood or feeling)

MG: 8	GD: 0	KY.8.R.F.SC.4 Students will se a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies to determine pronunciations or meanings of words in passages • apply knowledge of synonyms, antonyms, homonyms/homophones, shades of meaning, or analogies to assist comprehension • interpret the meaning of jargon, dialect, or specialized vocabulary used in a passage • interpret and explain literal and non-literal meanings of words or phrases, analogies, idioms and allusions, based on use in context • apply knowledge of synonyms, antonyms, word parts (e.g., roots, affixes , cognates) • explain and organize words in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information; skim to get the general meaning of a passage
MG: 8	GD: 0	KY.8.R.U.SC.3 Students will explain the meaning of concrete or abstract terms, based on the context (e.g., "loaded" words, connotation, denotation)

Cluster: Craft and Structure

CCSS: **CC.8.R.L.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.**

Grade: 8 DM: 3 = Excellent match between the two documents

Strand: READING: LITERARY Notes:

MG: 8	GD: 0	KY.8.R.D.SC.2 Students will identify the organizational pattern used (e.g., description, sequence, cause/effect, compare/contrast, logical/sequential, problem/solution, proposition/support) and explain how it helps in understanding the passage and meeting the author's purpose
MG: 8	GD: 0	KY.8.R.D.SC.3 Students will evaluate what is read based on the author's purpose, message, word choice, sentence variety, content, tone, style or use of literary elements
MG: 8	GD: 0	KY.8.R.D.SC.5 Students will interpret the interactions among literary elements within and across a variety of texts
MG: 8	GD: 0	KY.8.R.D.SC.7 Students will make comparisons and synthesize information within and across texts (e.g., comparing themes, ideas, concept development, literary elements, events)
MG: 8	GD: 0	KY.8.R.I.SC.2 Students will use text structure cues (e.g., chronology, cause/effect, compare/contrast, proposition and support, description, classification, logical/sequential) to aid comprehension
MG: 8	GD: 0	KY.8.R.I.SC.4 Students will record and organize ideas to show understanding of central ideas and interrelationships (e.g., charting, mapping, graphic organizers, outlining, note taking)
MG: 8	GD: 0	KY.8.R.I.SC.5 Students will demonstrate understanding of literary elements and literary passages/texts: • analyze how external or internal conflicts are resolved • explain author's craft (e.g., stanzas, rhythm, foreshadowing, flashbacks, symbolism) as appropriate to genre • analyze the relationship between a speaker's or character's motivation and behavior in a passage, as revealed by the dilemmas • analyze the use of details that support the main idea and explain their importance in a passage
MG: 8	GD: 0	KY.8.R.R.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts to make connections
MG: 8	GD: 0	KY.8.R.R.SC.3 Students will use evidence from text(s) to formulate and justify opinions about what is read or viewed: • relate texts to prior knowledge, personal experiences, other texts, or ideas • provide text references/evidence to support connections (text-to-self, text-to-text, text-to-world)
MG: 8	GD: 0	KY.8.R.R.SC.4 Students will read a wide range of texts, including texts by the same author, about the same subject or theme, or from the same genre in order to respond and make connections (text-to-self, text-to-text, text-to-world)
MG: 8	GD: 0	KY.8.R.U.SC.6 Students will demonstrate understanding of literary elements and literary passages/texts: • identify and explain characteristics of different types of literary texts (e.g., myths, epics, poems, novels, dramas) • explain the main idea of a passage

Cluster: Craft and Structure

CCSS: **CC.8.R.L.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.**

Grade: 8 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: LITERARY Notes:

MG: 8	GD: 0	KY.8.R.D.SC.3 Students will evaluate what is read based on the author's purpose, message, word choice, sentence variety, content, tone, style or use of literary elements
MG: 8	GD: 0	KY.8.R.D.SC.6 Students will analyze the effectiveness of literary devices or figurative language in evoking what the author intended (e.g., picturing a setting, predicting a consequence, establishing a mood or feeling)
MG: 8	GD: 0	KY.8.R.I.SC.5 Students will demonstrate understanding of literary elements and literary passages/texts: • analyze how external or internal conflicts are resolved • explain author's craft (e.g., stanzas, rhythm, foreshadowing, flashbacks, symbolism) as appropriate to genre • analyze the relationship between a speaker's or character's motivation and behavior in a passage, as revealed by the dilemmas • analyze the use of details that support the main idea and explain their importance in a passage
MG: 8	GD: 0	KY.8.R.U.SC.5 Students will make text-based inferences; draw conclusions based on what is read

Cluster: Integration of Knowledge and Ideas

CCSS: **CC.8.R.L.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.**

Grade: 8 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: LITERARY Notes: The Ky standards do not contain references to live performances.

MG: 8	GD: 0	KY.8.R.D.SC.2 Students will identify the organizational pattern used (e.g., description, sequence, cause/effect, compare/contrast, logical/sequential, problem/solution, proposition/support) and explain how it helps in understanding the passage and meeting the author's purpose
MG: 8	GD: 0	KY.8.R.D.SC.3 Students will evaluate what is read based on the author's purpose, message, word choice, sentence variety, content, tone, style or use of literary elements
MG: 8	GD: 0	KY.8.R.D.SC.5 Students will interpret the interactions among literary elements within and across a variety of texts
MG: 8	GD: 0	KY.8.R.D.SC.7 Students will make comparisons and synthesize information within and across texts (e.g., comparing themes, ideas, concept development, literary elements, events)
MG: 8	GD: 0	KY.8.R.R.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts to make connections
MG: 8	GD: 0	KY.8.R.R.SC.4 Students will read a wide range of texts, including texts by the same author, about the same subject or theme, or from the same genre in order to respond and make connections (text-to-self, text-to-text, text-to-world)

Cluster: Integration of Knowledge and Ideas

CCSS: **CC.8.R.L.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.**

Grade: 8 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: LITERARY Notes: CCSS is more specific about literary types and how information is rendered new.

MG: 8	GD: 0	KY.8.R.D.SC.2 Students will identify the organizational pattern used (e.g., description, sequence, cause/effect, compare/contrast, logical/sequential, problem/solution, proposition/support) and explain how it helps in understanding the passage and meeting the author's purpose
MG: 8	GD: 0	KY.8.R.D.SC.3 Students will evaluate what is read based on the author's purpose, message, word choice, sentence variety, content, tone, style or use of literary elements
MG: 8	GD: 0	KY.8.R.I.SC.2 Students will use text structure cues (e.g., chronology, cause/effect, compare/contrast, proposition and support, description, classification, logical/sequential) to aid comprehension
MG: 8	GD: 0	KY.8.R.R.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts to make connections
MG: 8	GD: 0	KY.8.R.R.SC.3 Students will use evidence from text(s) to formulate and justify opinions about what is read or viewed: • relate texts to prior knowledge, personal experiences, other texts, or ideas • provide text references/evidence to support connections (text-to-self, text-to-text, text-to-world)
MG: 8	GD: 0	KY.8.R.R.SC.4 Students will read a wide range of texts, including texts by the same author, about the same subject or theme, or from the same genre in order to respond and make connections (text-to-self, text-to-text, text-to-world)
MG: 8	GD: 0	KY.8.R.U.SC.2 Students will use text structure cues (e.g., chronology, cause/effect, compare/contrast, proposition/support, description, classification, logical/sequential) to aid in comprehension
MG: 8	GD: 0	KY.8.R.U.SC.5 Students will make text-based inferences; draw conclusions based on what is read
MG: 8	GD: 0	KY.8.R.U.SC.6 Students will demonstrate understanding of literary elements and literary passages/texts: • identify and explain characteristics of different types of literary texts (e.g., myths, epics, poems, novels, dramas) • explain the main idea of a passage

Cluster: Range of Reading and Level of Text Complexity

CCSS: **CC.8.R.L.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.**

Grade: 8 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: LITERARY Notes:

MG: 8	GD: 0	KY.8.R.F.SC.1 Students will apply context and self-correction strategies while reading
MG: 8	GD: 0	KY.8.R.F.SC.3 Students will read grade-appropriate material -- orally and silently- with automaticity (accuracy and fluency, phrasing, expression, and attention to text features)
MG: 8	GD: 0	KY.8.R.I.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts

Cluster: Key Ideas and Details

CCSS: **CC.9-10.R.L.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

Grade: 9-10 DM: 3 = Excellent match between the two documents

Strand: READING: LITERARY Notes:

MG: 9-10	GD: 0	KY.9-10.R.F.SC.4 Students will use a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies to determine pronunciations • apply knowledge of synonyms, antonyms, word parts (e.g., roots, affixes, cognates), and nuances of meaning to assist comprehension • interpret the meaning of jargon, dialect or specialized vocabulary in context • interpret and explain literal and non-literal meanings of words or phrases, analogies, idioms and literary allusions based on context • explain and organize words and ideas in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information; skim to get the general meaning of a passage
MG: 9-10	GD: 0	KY.9-10.R.I.SC.3 Students will use text references to explain author's purpose, author's message or theme, or supporting evidence
MG: 9-10	GD: 0	KY.9-10.R.I.SC.6 Students will demonstrate understanding of informational passages/texts: • identify and explain use of persuasive techniques (e.g., logical/emotional/ethical appeal, repetition, allusion) or propaganda techniques (e.g., testimonial, bandwagon, transfer, personal attack) • explain the purpose of text features in different types of informational texts (e.g., periodicals, newspapers, online texts, public documents/public discourse, essays, editorials, textbooks, technical manuals/reports, Internet websites, electronic media) • use evidence from the text to state the central ideas and details that support them; analyze the importance and relevance of details used in a text • use text references to support conclusions about what is read; for example, an author's opinion about a subject • understand cause-effect inferences • explain the appropriateness of an argument for an intended audience • accept or reject an argument based on evidence • distinguish between facts and opinions found in texts
MG: 9-10	GD: 0	KY.9-10.R.R.SC.3 Students will use evidence from text(s) to formulate and justify opinions about what is read or viewed: • relate texts to prior knowledge, personal experiences, other texts or ideas • provide text references/evidence to support connections (text-to-self, text-to-text, or text-to-world)
MG: 9-10	GD: 0	KY.9-10.R.U.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, generating clarifying, literal and inferential questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts
MG: 9-10	GD: 0	KY.9-10.R.U.SC.5 Students will make text-based inferences; state generalizations; draw conclusions based on what is read
MG: 9-12	GD: 0 to -2	KY.9-12.R.I.EU.2 Students will understand that references from texts provide evidence to support conclusions, the information presented, or the author's perspective.

Cluster: Key Ideas and Details

CCSS: **CC.9-10.R.L.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.**

Grade: 9-10 DM: 3 = Excellent match between the two documents

Strand: READING: LITERARY Notes:

MG: 9-10	GD: 0	KY.9-10.R.D.SC.4 Students will form and support warranted judgments/opinions/conclusions about central ideas
MG: 9-10	GD: 0	KY.9-10.R.I.SC.3 Students will use text references to explain author's purpose, author's message or theme, or supporting evidence
MG: 9-10	GD: 0	KY.9-10.R.U.SC.4 Students will paraphrase and summarize information from texts of various lengths; distinguish between a summary and a critique

MG: 9-10 GD: 0 KY.9-10.R.U.SC.6 Students will demonstrate understanding of literary elements and literary passages/texts: • identify characteristics of different types of literary texts (e.g., short stories, poems, novels, adventure myths, dramas) • explain the main ideas of a passage and identify the key ideas or information that support them

Cluster: Key Ideas and Details

CCSS: **CC.9-10.R.L.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.**

Grade: 9-10 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: LITERARY Notes:

MG: 9-10 GD: 0 KY.9-10.R.D.SC.3 Students will evaluate what is read, based on the author's purpose, message, word choice, sentence variety, content, tone, style or use of literary elements

MG: 9-10 GD: 0 KY.9-10.R.I.SC.5 Students will demonstrate understanding of literary elements and literary passages/texts: • analyze the use of supporting details as they relate to the author's message • analyze the relationship between a character's motivation and behavior, as revealed by the dilemmas • explain or analyze how external or internal conflicts are resolved • explain author's craft (e.g., rhyme scheme, description, symbolism, foreshadowing, flashbacks) as appropriate to genre

Cluster: Craft and Structure

CCSS: **CC.9-10.R.L.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).**

Grade: 9-10 DM: 3 = Excellent match between the two documents

Strand: READING: LITERARY Notes:

MG: 11-12 GD: -2 KY.11-12.R.F.SC.5 Students will investigate the meanings of words and their possible effect(s) on the perceptions and behavior of people

MG: 9-10 GD: 0 KY.9-10.R.D.SC.3 Students will evaluate what is read, based on the author's purpose, message, word choice, sentence variety, content, tone, style or use of literary elements

MG: 9-10 GD: 0 KY.9-10.R.F.SC.4 Students will use a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies to determine pronunciations • apply knowledge of synonyms, antonyms, word parts (e.g., roots, affixes, cognates), and nuances of meaning to assist comprehension • interpret the meaning of jargon, dialect or specialized vocabulary in context • interpret and explain literal and non-literal meanings of words or phrases, analogies, idioms and literary allusions based on context • explain and organize words and ideas in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information; skim to get the general meaning of a passage

MG: 9-10 GD: 0 KY.9-10.R.U.SC.3 Students will explain the meaning of concrete or abstract terms, based on the context (e.g., "loaded" words, connotation, denotation)

Cluster: Craft and Structure

CCSS: **CC.9-10.R.L.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.**

Grade: 9-10 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: LITERARY Notes:

MG: 11-12 GD: -2 KY.11-12.R.D.SC.6 Students will analyze the effectiveness of literary devices or figurative language in evoking what the author intended (e.g., picturing a setting, predicting a consequence, establishing a mood or feeling)

MG: 9-10	GD: 0	KY.9-10.R.I.SC.5 Students will demonstrate understanding of literary elements and literary passages/texts: • analyze the use of supporting details as they relate to the author's message • analyze the relationship between a character's motivation and behavior, as revealed by the dilemmas • explain or analyze how external or internal conflicts are resolved • explain author's craft (e.g., rhyme scheme, description, symbolism, foreshadowing, flashbacks) as appropriate to genre
MG: 9-10	GD: 0	KY.9-10.R.U.SC.2 Students will use text structure cues (e.g., chronology, cause/effect, compare/contrast, proposition/support, description, classification, logical/sequential) to aid in comprehension
MG: 9-10	GD: 0	KY.9-10.R.U.SC.6 Students will demonstrate understanding of literary elements and literary passages/texts: • identify characteristics of different types of literary texts (e.g., short stories, poems, novels, adventure myths, dramas) • explain the main ideas of a passage and identify the key ideas or information that support them
MG: 9-12	GD: 0 to -2	KY.9-12.R.I.EU.3 Students will understand that authors make intentional choices that are designed to produce a desired effect on the reader.

Cluster: Craft and Structure

CCSS: **CC.9-10.R.L.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.**

Grade: 9-10 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: READING: LITERARY Notes:

MG: 9-10	GD: 0	KY.9-10.R.R.SC.4 Students will read a wide range of texts, including texts by the same author, about the same subject or theme, from the same genre, and from different cultures and time periods, in order to respond and make connections (text-to-self, text-to-text, text-to-world)
MG: 9-12	GD: 0 to -2	KY.9-12.R.R.EU.3 Students will understand that reading a wide range of literature by different authors, and from many time periods, cultures, and genres, builds an understanding of the extent of human experience.

Cluster: Integration of Knowledge and Ideas

CCSS: **CC.9-10.R.L.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).**

Grade: 9-10 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: READING: LITERARY Notes:

MG: 9-10	GD: 0	KY.9-10.R.D.SC.7 Students will make comparisons and synthesize information within and across texts (e.g., comparing themes, ideas, concept development, literary elements, events, genres)
MG: 9-10	GD: 0	KY.9-10.R.R.SC.4 Students will read a wide range of texts, including texts by the same author, about the same subject or theme, from the same genre, and from different cultures and time periods, in order to respond and make connections (text-to-self, text-to-text, text-to-world)
MG: 9-12	GD: 0 to -2	KY.9-12.R.I.EU.1 Students will understand that interpretations of text involve linking information across parts of a text and determining importance of the information presented.
MG: 9-12	GD: 0 to -2	KY.9-12.SLO.EU.4 Students will understand that observation involves interpreting and constructing meaning. By viewing in context, students infer, construct meaning, draw conclusions and form opinions about the world around them.

Cluster: Integration of Knowledge and Ideas

CCSS: **CC.9-10.R.L.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).**

Grade: 9-10 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: LITERARY Notes:

MG: 11-12	GD: -2	KY.11-12.R.I.SC.5 Students will demonstrate understanding of literary elements and literary passages/texts: • analyze the use of supporting details as they relate to the author's message • analyze the relationship between a character's motivation and behavior, as revealed by the dilemmas • explain or analyze how external or internal conflicts are resolved • explain author's craft as appropriate to genre (e.g., metrics, rhyme scheme, analogy, symbolism, allusion, soliloquy)
MG: 9-10	GD: 0	KY.9-10.R.F.SC.4 Students will use a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies to determine pronunciations • apply knowledge of synonyms, antonyms, word parts (e.g., roots, affixes, cognates), and nuances of meaning to assist comprehension • interpret the meaning of jargon, dialect or specialized vocabulary in context • interpret and explain literal and non-literal meanings of words or phrases, analogies, idioms and literary allusions based on context • explain and organize words and ideas in terms of categories (e.g., water is a liquid), functions (e.g., water is for drinking), or features (e.g., water flows) • scan to find specific key information; skim to get the general meaning of a passage

Cluster: Range of Reading and Level of Text Complexity

CCSS: **CC.9-10.R.L.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.**

Grade: 9-10 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: LITERARY Notes:

MG: 9-10	GD: 0	KY.9-10.R.F.SC.3 Students will read grade-appropriate material -- orally and silently- with automaticity (accuracy and fluency)
MG: 9-12	GD: 0 to -2	KY.9-12.R.U.EU.2 Students will understand that different purposes to read include reading to acquire new information and reading for personal fulfillment. Among these texts are plays, fiction and non-fiction, classic and contemporary works, and foundational U.S. documents.

Cluster: Key Ideas and Details

CCSS: **CC.11-12.R.L.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.**

Grade: 11-12 DM: 3 = Excellent match between the two documents

Strand: READING: LITERARY Notes:

MG: 11-12	GD: 0	KY.11-12.R.I.SC.6 Students will demonstrate understanding of informational passages/texts: • analyze the effectiveness of use of persuasive techniques (e.g., logical/emotional/ethical appeal, repetition, allusion) or propaganda techniques (e.g., testimonial, bandwagon, transfer, personal attack) • explain the purpose of text features in different types of informational texts (e.g., periodicals, newspapers, online texts, public documents/public discourse, essays, editorials, textbooks, technical manuals/reports, Internet websites, electronic media) • use references from the text to state central ideas and details that support them; analyze the importance and relevance of details used in a text • use text references to support conclusions about what is read; for example, author's opinion about a subject • accept or reject arguments using supporting evidence
MG: 11-12	GD: 0	KY.11-12.R.U.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, generating clarifying, literal and inferential questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts
MG: 11-12	GD: 0	KY.11-12.R.U.SC.5 Students will make text-based inferences; state generalizations; draw conclusions based on what is read
MG: 9-12	GD: 2	KY.9-12.R.I.EU.2 Students will understand that references from texts provide evidence to support conclusions, the information presented, or the author's perspective.

Cluster: Key Ideas and Details

CCSS: **CC.11-12.R.L.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.**

Grade: 11-12 DM: 3 = Excellent match between the two documents

Strand: READING: LITERARY Notes:

MG: 11-12	GD: 0	KY.11-12.R.D.SC.4 Students will form and support warranted judgments/opinions/conclusions about central ideas
MG: 11-12	GD: 0	KY.11-12.R.U.SC.4 Students will paraphrase and summarize information from texts of various lengths; distinguish between a summary and a critique
MG: 11-12	GD: 0	KY.11-12.R.U.SC.6 Students will demonstrate understanding of literary elements and literary passages/texts: • identify characteristics of different types of literary texts (e.g., comedies, tragedies, satires, parodies) • explain the main ideas of a passage and identify the key ideas or information that support them

Cluster: Key Ideas and Details

CCSS: **CC.11-12.R.L.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).**

Grade: 11-12 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: LITERARY Notes:

MG: 11-12 GD: 0	KY.11-12.R.D.SC.2 Students will analyze the organizational pattern used (e.g., description, sequence, cause/effect, compare/contrast, logical/sequential, problem/solution, proposition/support, deductive/inductive) and explain how effective it is in understanding the passage and meeting the author's purpose
MG: 11-12 GD: 0	KY.11-12.R.D.SC.3 Students will evaluate what is read, based on the author's purpose, message, word choice, sentence variety, content, style, tone or use of literary elements
MG: 11-12 GD: 0	KY.11-12.R.D.SC.5 Students will analyze the interactions between and among literary elements within and across a variety of texts
MG: 11-12 GD: 0	KY.11-12.R.D.SC.6 Students will analyze the effectiveness of literary devices or figurative language in evoking what the author intended (e.g., picturing a setting, predicting a consequence, establishing a mood or feeling)
MG: 11-12 GD: 0	KY.11-12.R.D.SC.7 Students will make comparisons and synthesize information within and across texts (e.g., comparing themes, ideas, concept development, literary elements, events, genres)
MG: 11-12 GD: 0	KY.11-12.R.I.SC.5 Students will demonstrate understanding of literary elements and literary passages/texts: • analyze the use of supporting details as they relate to the author's message • analyze the relationship between a character's motivation and behavior, as revealed by the dilemmas • explain or analyze how external or internal conflicts are resolved • explain author's craft as appropriate to genre (e.g., metrics, rhyme scheme, analogy, symbolism, allusion, soliloquy)
MG: 11-12 GD: 0	KY.11-12.R.R.SC.3 Students will use evidence from text(s) to formulate and justify opinions about what is read or viewed: • relate texts to prior knowledge, personal experiences, other texts or ideas • provide text references/evidence to support connections (text-to-self, text-to-text, or text-to-world)
MG: 11-12 GD: 0	KY.11-12.R.U.SC.4 Students will paraphrase and summarize information from texts of various lengths; distinguish between a summary and a critique
MG: 11-12 GD: 0	KY.11-12.R.U.SC.5 Students will make text-based inferences; state generalizations; draw conclusions based on what is read
MG: 11-12 GD: 0	KY.11-12.R.U.SC.6 Students will demonstrate understanding of literary elements and literary passages/texts: • identify characteristics of different types of literary texts (e.g., comedies, tragedies, satires, parodies) • explain the main ideas of a passage and identify the key ideas or information that support them

Cluster: Craft and Structure

CCSS: **CC.11-12.R.L.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)**

Grade: 11-12 DM: 3 = Excellent match between the two documents

Strand: READING: LITERARY Notes:

MG: 11-12 GD: 0	KY.11-12.R.D.SC.3 Students will evaluate what is read, based on the author's purpose, message, word choice, sentence variety, content, style, tone or use of literary elements
MG: 11-12 GD: 0	KY.11-12.R.F.SC.5 Students will investigate the meanings of words and their possible effect(s) on the perceptions and behavior of people

MG: 11-12	GD: 0	KY.11-12.R.I.SC.3 Students will use text references to explain author's purpose, author's message or theme (including universal themes), arguments and supporting evidence
MG: 11-12	GD: 0	KY.11-12.R.I.SC.5 Students will demonstrate understanding of literary elements and literary passages/texts: • analyze the use of supporting details as they relate to the author's message • analyze the relationship between a character's motivation and behavior, as revealed by the dilemmas • explain or analyze how external or internal conflicts are resolved • explain author's craft as appropriate to genre (e.g., metrics, rhyme scheme, analogy, symbolism, allusion, soliloquy)
MG: 11-12	GD: 0	KY.11-12.R.U.SC.3 Students will explain the meaning of concrete or abstract terms, based on the context (e.g., "loaded" words, connotation, denotation)

Cluster: Craft and Structure

CCSS: **CC.11-12.R.L.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.**

Grade: 11-12 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: LITERARY Notes:

MG: 11-12	GD: 0	KY.11-12.R.D.SC.2 Students will analyze the organizational pattern used (e.g., description, sequence, cause/effect, compare/contrast, logical/sequential, problem/solution, proposition/support, deductive/inductive) and explain how effective it is in understanding the passage and meeting the author's purpose
MG: 11-12	GD: 0	KY.11-12.R.D.SC.3 Students will evaluate what is read, based on the author's purpose, message, word choice, sentence variety, content, style, tone or use of literary elements
MG: 11-12	GD: 0	KY.11-12.R.D.SC.6 Students will analyze the effectiveness of literary devices or figurative language in evoking what the author intended (e.g., picturing a setting, predicting a consequence, establishing a mood or feeling)
MG: 11-12	GD: 0	KY.11-12.R.I.SC.2 Students will use text structure cues (e.g., chronology, cause/effect, compare/contrast, proposition and support, description, classification, logical/sequential, deductive/inductive) to aid comprehension
MG: 11-12	GD: 0	KY.11-12.R.I.SC.5 Students will demonstrate understanding of literary elements and literary passages/texts: • analyze the use of supporting details as they relate to the author's message • analyze the relationship between a character's motivation and behavior, as revealed by the dilemmas • explain or analyze how external or internal conflicts are resolved • explain author's craft as appropriate to genre (e.g., metrics, rhyme scheme, analogy, symbolism, allusion, soliloquy)
MG: 11-12	GD: 0	KY.11-12.R.U.SC.2 Students will use text structure cues (e.g., chronology, cause/effect, compare/contrast, proposition/support, description, classification, logical/sequential, deductive/inductive) to aid in comprehension
MG: 11-12	GD: 0	KY.11-12.R.U.SC.6 Students will demonstrate understanding of literary elements and literary passages/texts: • identify characteristics of different types of literary texts (e.g., comedies, tragedies, satires, parodies) • explain the main ideas of a passage and identify the key ideas or information that support them

Cluster: Craft and Structure

CCSS: **CC.11-12.R.L.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).**

Grade: 11-12 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: LITERARY Notes:

MG: 11-12	GD: 0	KY.11-12.R.D.SC.3 Students will evaluate what is read, based on the author's purpose, message, word choice, sentence variety, content, style, tone or use of literary elements
MG: 11-12	GD: 0	KY.11-12.R.D.SC.6 Students will analyze the effectiveness of literary devices or figurative language in evoking what the author intended (e.g., picturing a setting, predicting a consequence, establishing a mood or feeling)
MG: 11-12	GD: 0	KY.11-12.R.D.SC.7 Students will make comparisons and synthesize information within and across texts (e.g., comparing themes, ideas, concept development, literary elements, events, genres)
MG: 11-12	GD: 0	KY.11-12.R.F.SC.5 Students will investigate the meanings of words and their possible effect(s) on the perceptions and behavior of people
MG: 11-12	GD: 0	KY.11-12.R.U.SC.3 Students will explain the meaning of concrete or abstract terms, based on the context (e.g., "loaded" words, connotation, denotation)
MG: 11-12	GD: 0	KY.11-12.R.U.SC.5 Students will make text-based inferences; state generalizations; draw conclusions based on what is read
MG: 11-12	GD: 0	KY.11-12.R.U.SC.6 Students will demonstrate understanding of literary elements and literary passages/texts: • identify characteristics of different types of literary texts (e.g., comedies, tragedies, satires, parodies) • explain the main ideas of a passage and identify the key ideas or information that support them

Cluster: Integration of Knowledge and Ideas

CCSS: **CC.11-12.R.L.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)**

Grade: 11-12 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: LITERARY Notes:

MG: 11-12	GD: 0	KY.11-12.R.D.SC.3 Students will evaluate what is read, based on the author's purpose, message, word choice, sentence variety, content, style, tone or use of literary elements
MG: 11-12	GD: 0	KY.11-12.R.D.SC.5 Students will analyze the interactions between and among literary elements within and across a variety of texts
MG: 11-12	GD: 0	KY.11-12.R.I.SC.5 Students will demonstrate understanding of literary elements and literary passages/texts: • analyze the use of supporting details as they relate to the author's message • analyze the relationship between a character's motivation and behavior, as revealed by the dilemmas • explain or analyze how external or internal conflicts are resolved • explain author's craft as appropriate to genre (e.g., metrics, rhyme scheme, analogy, symbolism, allusion, soliloquy)
MG: 11-12	GD: 0	KY.11-12.R.U.SC.6 Students will demonstrate understanding of literary elements and literary passages/texts: • identify characteristics of different types of literary texts (e.g., comedies, tragedies, satires, parodies) • explain the main ideas of a passage and identify the key ideas or information that support them

Cluster: Integration of Knowledge and Ideas

CCSS: **CC.11-12.R.L.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.**

Grade: 11-12 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: LITERARY Notes:

MG: 11-12	GD: 0	KY.11-12.R.D.SC.3 Students will evaluate what is read, based on the author's purpose, message, word choice, sentence variety, content, style, tone or use of literary elements
MG: 11-12	GD: 0	KY.11-12.R.D.SC.4 Students will form and support warranted judgments/opinions/conclusions about central ideas
MG: 11-12	GD: 0	KY.11-12.R.D.SC.6 Students will analyze the effectiveness of literary devices or figurative language in evoking what the author intended (e.g., picturing a setting, predicting a consequence, establishing a mood or feeling)
MG: 11-12	GD: 0	KY.11-12.R.D.SC.7 Students will make comparisons and synthesize information within and across texts (e.g., comparing themes, ideas, concept development, literary elements, events, genres)
MG: 11-12	GD: 0	KY.11-12.R.F.SC.4 Students will describe the influence of historical events on the development of the English language
MG: 11-12	GD: 0	KY.11-12.R.I.SC.3 Students will use text references to explain author's purpose, author's message or theme (including universal themes), arguments and supporting evidence
MG: 11-12	GD: 0	KY.11-12.R.I.SC.5 Students will demonstrate understanding of literary elements and literary passages/texts: • analyze the use of supporting details as they relate to the author's message • analyze the relationship between a character's motivation and behavior, as revealed by the dilemmas • explain or analyze how external or internal conflicts are resolved • explain author's craft as appropriate to genre (e.g., metrics, rhyme scheme, analogy, symbolism, allusion, soliloquy)
MG: 11-12	GD: 0	KY.11-12.R.R.SC.4 Students will read a wide range of texts, including texts by the same author, about the same subject or theme, or from the same genre, and from different cultures and time periods in order to respond and make connections (text-to-self, text-to-text, text-to-world)
MG: 11-12	GD: 0	KY.11-12.R.U.SC.6 Students will demonstrate understanding of literary elements and literary passages/texts: • identify characteristics of different types of literary texts (e.g., comedies, tragedies, satires, parodies) • explain the main ideas of a passage and identify the key ideas or information that support them
MG: 9-12	GD: 2	KY.9-12.R.U.EU.1 Students will understand that reading a wide range of print and non-print texts builds an understanding of texts, of themselves, and of different cultures.
MG: 9-12	GD: 2	KY.9-12.R.U.EU.2 Students will understand that different purposes to read include reading to acquire new information and reading for personal fulfillment. Among these texts are plays, fiction and non-fiction, classic and contemporary works, and foundational U.S. documents.

Cluster: Range of Reading and Level of Text Complexity

CCSS: **CC.11-12.R.L.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.**

Grade: 11-12 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: READING: LITERARY Notes:

MG: 11-12	GD: 0	KY.11-12.R.F.SC.1 Students will apply context and self-correction strategies while reading
MG: 11-12	GD: 0	KY.11-12.R.F.SC.2 Students will read increasingly complex material -- orally and silently- with automaticity (accuracy and fluency)

MG: 11-12	GD: 0	KY.11-12.R.F.SC.3 Students will use a variety of reading strategies to understand vocabulary and texts: • formulate questions to guide reading (before, during and after reading) • apply word recognition strategies to determine pronunciations • apply knowledge of synonyms, antonyms, word parts (e.g., roots, affixes, cognates) and nuances of meaning to assist comprehension • interpret the meaning of jargon, dialect, or specialized vocabulary in context • interpret and explain literal and non-literal meanings of words or phrases, analogies, idioms, and literary and classical allusions based on context • analyze words and ideas in terms of categories, functions, or features • scan to find specific key information; skim to get the general meaning of a passage
MG: 11-12	GD: 0	KY.11-12.R.I.SC.1 Students will use comprehension strategies while reading, listening to, or viewing increasingly complex literary and informational texts
MG: 11-12	GD: 0	KY.11-12.R.R.SC.2 Students will self-select texts based on personal interests
MG: 11-12	GD: 0	KY.11-12.R.R.SC.4 Students will read a wide range of texts, including texts by the same author, about the same subject or theme, or from the same genre, and from different cultures and time periods in order to respond and make connections (text-to-self, text-to-text, text-to-world)
MG: 11-12	GD: 0	KY.11-12.R.U.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, generating clarifying, literal and inferential questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts
MG: 9-12	GD: 2	KY.9-12.R.F.EU.1 Students will understand that fluency involves reading orally and silently with speed, accuracy, proper phrasing and expression while attending to text features.
MG: 9-12	GD: 2	KY.9-12.R.F.EU.3 Students will understand that many words have multiple meanings. Knowledge of syntax/language structure, semantics/meaning, context cues, and the use of resources can help in identifying the intended meaning of words and phrases as they are used in text.

Cluster: Comprehension and Collaboration

CCSS: **CC.K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.**

Grade: K DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: SPEAKING & LISTENING Notes: CCSS specifically include various size groups for discussion and the inclusion of peer and adult interaction. The state standard does not include that specific language.

MG: K-3	GD: 0 to -3	KY.K-3.R.R.SC.3 Students will generate a personal response to what is read, listened to or viewed: • relate stories or texts to prior knowledge, personal experiences, other texts, or ideas • provide text references/evidence to support connections made between text-to-self, text-to-text, or text-to-world
MG: K-3	GD: 0 to -3	KY.K-3.R.R.SC.7 Students will demonstrate participation in a literate community by sharing and responding to ideas and connections through writing and focused discussions about text
MG: K-3	GD: 0 to -3	KY.K-3.SLO.EU.1 Students will understand that communication, both formal and informal, is an interpretive process that integrates listening, observing, reading, writing and speaking with confidence. Different levels of discourse are appropriate for different contexts, occasions, purposes and audiences.
MG: K-3	GD: 0 to -3	KY.K-3.SLO.EU.2 Students will understand that regardless of the topic, the context or the intended audience, students need to be able to communicate ideas effectively. Effective communication involves verbal and nonverbal techniques to enhance or emphasize content. These techniques aid the listener's ability to interpret the information.
MG: K-3	GD: 0 to -3	KY.K-3.SLO.SC.14 When listening, students will build on the ideas of others and contribute appropriate information or ideas
MG: K-3	GD: 0 to -3	KY.K-3.SLO.SC.7 In informal speaking situations, students will play a variety of roles in group discussions (e.g., discussion leader, facilitator, responder)

Cluster: Comprehension and Collaboration

CCSS: **CC.K.SL.1.b Continue a conversation through multiple exchanges.**

Grade: K DM: 3 = Excellent match between the two documents

Strand: SPEAKING & LISTENING Notes:

MG: K-3	GD: 0 to -3	KY.K-3.SLO.SC.14 When listening, students will build on the ideas of others and contribute appropriate information or ideas

Cluster: Comprehension and Collaboration

CCSS: **CC.K.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.**

Grade: K DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: SPEAKING & LISTENING Notes: CCSS states questions are asked and answered to clarify understanding. The state standard does not include that specific language.

MG: K-3	GD: 0 to -3	KY.K-3.R.D.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts (e.g., using prior knowledge, previewing text selections, making predictions, generating questions, constructing sensory images, using text features, making connections, determining importance of information)
MG: K-3	GD: 0 to -3	KY.K-3.R.I.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts (e.g., using prior knowledge, previewing text selections, making predictions, generating questions, constructing sensory images, using text features, making connections, determining importance of information)

MG: K-3	GD: 0 to -3	KY.K-3.R.I.SC.7 Students will discuss the message of the text
MG: K-3	GD: 0 to -3	KY.K-3.R.R.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying and literal questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts
MG: K-3	GD: 0 to -3	KY.K-3.R.R.SC.7 Students will demonstrate participation in a literate community by sharing and responding to ideas and connections through writing and focused discussions about text
MG: K-3	GD: 0 to -3	KY.K-3.R.U.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying and literal questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts
MG: K-3	GD: 0 to -3	KY.K-3.SLO.EU.1 Students will understand that communication, both formal and informal, is an interpretive process that integrates listening, observing, reading, writing and speaking with confidence. Different levels of discourse are appropriate for different contexts, occasions, purposes and audiences.
MG: K-3	GD: 0 to -3	KY.K-3.SLO.EU.2 Students will understand that regardless of the topic, the context or the intended audience, students need to be able to communicate ideas effectively. Effective communication involves verbal and nonverbal techniques to enhance or emphasize content. These techniques aid the listener's ability to interpret the information.
MG: K-3	GD: 0 to -3	KY.K-3.SLO.EU.4 Students will understand that observation involves interpreting and constructing meaning. By viewing in context, students infer, construct meaning, draw conclusions and form opinions about the world around them.
MG: K-3	GD: 0 to -3	KY.K-3.SLO.SC.11 When listening, students will respond to information appropriately/respectfully in a variety of ways (e.g., summarizing orally, taking useful notes, organizing and recording that which is meaningful and useful)
MG: K-3	GD: 0 to -3	KY.K-3.SLO.SC.6 In informal speaking situations, students will ask and respond to questions as a way to participate in class discussions

Cluster: Comprehension and Collaboration

CCSS: **CC.K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.**

Grade: K

DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: SPEAKING & LISTENING

Notes: CCSS states questions are asked and answered to clarify understanding. The state standard does not include that specific language.

MG: K-3	GD: 0 to -3	KY.K-3.SLO.EU.2 Students will understand that regardless of the topic, the context or the intended audience, students need to be able to communicate ideas effectively. Effective communication involves verbal and nonverbal techniques to enhance or emphasize content. These techniques aid the listener's ability to interpret the information.
MG: K-3	GD: 0 to -3	KY.K-3.SLO.SC.6 In informal speaking situations, students will ask and respond to questions as a way to participate in class discussions

Cluster: Presentation of Knowledge and Ideas

CCSS: **CC.K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.**

Grade: K

DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: SPEAKING & LISTENING

Notes: The state standard does not specifically state that familiar people, places, things, and events will be described with appropriate detail after prompting and support. The state standard expects students to provide detail and to revise as needed to provide that level of detail.

MG: K-3	GD: 0 to -3	KY.K-3.W.C.SC.8 Students will provide sufficient details for clear understanding
MG: K-3	GD: 0 to -3	KY.K-3.W.P.SC.4 Students will revise: • reflect on own writing • confer with peers and other writing conferencing partners to critically analyze one's own work and the work of others • confer to determine where to add, delete, rearrange, define/redefine or elaborate content so that writing is clear for intended audience, then make revisions • make sure paragraphs are supported appropriately with relevant details and that sentences are in sequential order; develop introductions and conclusions

Cluster: Presentation of Knowledge and Ideas

CCSS: **CC.K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.**

Grade: K DM: 3 = Excellent match between the two documents

Strand: SPEAKING & LISTENING Notes:

MG: K-3	GD: 0 to -3	KY.K-3.SLO.EU.2 Students will understand that regardless of the topic, the context or the intended audience, students need to be able to communicate ideas effectively. Effective communication involves verbal and nonverbal techniques to enhance or emphasize content. These techniques aid the listener's ability to interpret the information.
MG: K-3	GD: 0 to -3	KY.K-3.SLO.SC.3 In formal speaking situations, students will use visual aids, media and tools of technology to support oral communication

Cluster: Presentation of Knowledge and Ideas

CCSS: **CC.K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.**

Grade: K DM: 3 = Excellent match between the two documents

Strand: SPEAKING & LISTENING Notes:

MG: K-3	GD: 0 to -3	KY.K-3.SLO.EU.1 Students will understand that communication, both formal and informal, is an interpretive process that integrates listening, observing, reading, writing and speaking with confidence. Different levels of discourse are appropriate for different contexts, occasions, purposes and audiences.
MG: K-3	GD: 0 to -3	KY.K-3.SLO.EU.3 Students will understand that language usage is related to successful communication; language patterns and vocabulary transmit culture and affect meaning.
MG: K-3	GD: 0 to -3	KY.K-3.SLO.SC.1 In formal speaking situations, students will create oral presentations that: • are appropriate for the purpose (e.g., to inform, persuade, entertain), audience, context and occasion • use appropriate details to support ideas • maintain a consistent focus • organize ideas in a coherent, meaningful way including an introduction and a conclusion that are appropriate to audience and purpose
MG: K-3	GD: 0 to -3	KY.K-3.SLO.SC.2 In formal speaking situations, students will apply delivery techniques: • both verbal (e.g., tone, volume, rate, articulation, pacing) and nonverbal (e.g., gestures, facial expressions, eye contact) • avoid distracting delivery behaviors (e.g. excessive verbal pauses, fidgeting) • use language appropriate to audience; use specialized content vocabulary as needed • adhere to standard guidelines for grammar, usage, mechanics or use non-standard language for effect when appropriate (e.g., word plays, slang, similes) • choose language for its effect on the audience (e.g., strong nouns, active verbs, concrete and sensory details, figurative language)

Cluster: Comprehension and Collaboration

CCSS: **CC.K.SL.1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).**

Grade: K DM: Unmatched

Strand: SPEAKING & LISTENING Notes: Unmatched

MG: Unma GD:

Cluster: Comprehension and Collaboration

CCSS: **CC.1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.**

Grade: 1 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: SPEAKING & LISTENING Notes: CCSS specifically include various size groups for discussion and the inclusion of peer and adult interaction. The state standard does not include that specific language.

MG: K-3	GD: 1 to -2	KY.K-3.R.I.SC.7 Students will discuss the message of the text
MG: K-3	GD: 1 to -2	KY.K-3.R.R.SC.3 Students will generate a personal response to what is read, listened to or viewed: • relate stories or texts to prior knowledge, personal experiences, other texts, or ideas • provide text references/evidence to support connections made between text-to-self, text-to-text, or text-to-world
MG: K-3	GD: 1 to -2	KY.K-3.R.R.SC.7 Students will demonstrate participation in a literate community by sharing and responding to ideas and connections through writing and focused discussions about text
MG: K-3	GD: 1 to -2	KY.K-3.SLO.EU.1 Students will understand that communication, both formal and informal, is an interpretive process that integrates listening, observing, reading, writing and speaking with confidence. Different levels of discourse are appropriate for different contexts, occasions, purposes and audiences.
MG: K-3	GD: 1 to -2	KY.K-3.SLO.EU.2 Students will understand that regardless of the topic, the context or the intended audience, students need to be able to communicate ideas effectively. Effective communication involves verbal and nonverbal techniques to enhance or emphasize content. These techniques aid the listener's ability to interpret the information.
MG: K-3	GD: 1 to -2	KY.K-3.SLO.SC.14 When listening, students will build on the ideas of others and contribute appropriate information or ideas
MG: K-3	GD: 1 to -2	KY.K-3.SLO.SC.7 In informal speaking situations, students will play a variety of roles in group discussions (e.g., discussion leader, facilitator, responder)

Cluster: Comprehension and Collaboration

CCSS: **CC.1.SL.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.**

Grade: 1 DM: 3 = Excellent match between the two documents

Strand: SPEAKING & LISTENING Notes:

MG: K-3	GD: 1 to -2	KY.K-3.SLO.SC.14 When listening, students will build on the ideas of others and contribute appropriate information or ideas

Cluster: Comprehension and Collaboration

CCSS: **CC.1.SL.1.c Ask questions to clear up any confusion about the topics and texts under discussion.**

Grade: 1 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: SPEAKING & LISTENING Notes: CCSS states questions are asked and answered to clarify understanding. The state standard does not include that specific language.

MG: K-3	GD: 1 to -2	KY.K-3.R.D.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts (e.g., using prior knowledge, previewing text selections, making predictions, generating questions, constructing sensory images, using text features, making connections, determining importance of information)
MG: K-3	GD: 1 to -2	KY.K-3.R.I.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts (e.g., using prior knowledge, previewing text selections, making predictions, generating questions, constructing sensory images, using text features, making connections, determining importance of information)

MG: K-3	GD: 1 to -2	KY.K-3.R.R.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying and literal questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts
MG: K-3	GD: 1 to -2	KY.K-3.R.U.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying and literal questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts
MG: K-3	GD: 1 to -2	KY.K-3.SLO.SC.6 In informal speaking situations, students will ask and respond to questions as a way to participate in class discussions

Cluster: Comprehension and Collaboration

CCSS: **CC.1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.**

Grade: 1 DM: 3 = Excellent match between the two documents

Strand: SPEAKING & LISTENING Notes:

MG: K-3	GD: 1 to -2	KY.K-3.R.D.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts (e.g., using prior knowledge, previewing text selections, making predictions, generating questions, constructing sensory images, using text features, making connections, determining importance of information)
MG: K-3	GD: 1 to -2	KY.K-3.R.I.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts (e.g., using prior knowledge, previewing text selections, making predictions, generating questions, constructing sensory images, using text features, making connections, determining importance of information)
MG: K-3	GD: 1 to -2	KY.K-3.R.I.SC.7 Students will discuss the message of the text
MG: K-3	GD: 1 to -2	KY.K-3.R.R.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying and literal questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts
MG: K-3	GD: 1 to -2	KY.K-3.R.R.SC.7 Students will demonstrate participation in a literate community by sharing and responding to ideas and connections through writing and focused discussions about text
MG: K-3	GD: 1 to -2	KY.K-3.R.U.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying and literal questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts
MG: K-3	GD: 1 to -2	KY.K-3.SLO.EU.1 Students will understand that communication, both formal and informal, is an interpretive process that integrates listening, observing, reading, writing and speaking with confidence. Different levels of discourse are appropriate for different contexts, occasions, purposes and audiences.
MG: K-3	GD: 1 to -2	KY.K-3.SLO.EU.2 Students will understand that regardless of the topic, the context or the intended audience, students need to be able to communicate ideas effectively. Effective communication involves verbal and nonverbal techniques to enhance or emphasize content. These techniques aid the listener's ability to interpret the information.
MG: K-3	GD: 1 to -2	KY.K-3.SLO.EU.4 Students will understand that observation involves interpreting and constructing meaning. By viewing in context, students infer, construct meaning, draw conclusions and form opinions about the world around them.
MG: K-3	GD: 1 to -2	KY.K-3.SLO.SC.11 When listening, students will respond to information appropriately/respectfully in a variety of ways (e.g., summarizing orally, taking useful notes, organizing and recording that which is meaningful and useful)
MG: K-3	GD: 1 to -2	KY.K-3.SLO.SC.6 In informal speaking situations, students will ask and respond to questions as a way to participate in class discussions

Back to Main Menu

Cluster: Comprehension and Collaboration

CCSS: **CC.1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.**

Grade: 1 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: SPEAKING & LISTENING Notes: CCSS states questions are asked and answered to clarify understanding. The state standard does not include that specific language.

MG: K-3 GD: 1 to -2 KY.K-3.SLO.EU.2 Students will understand that regardless of the topic, the context or the intended audience, students need to be able to communicate ideas effectively. Effective communication involves verbal and nonverbal techniques to enhance or emphasize content. These techniques aid the listener's ability to interpret the information.

MG: K-3 GD: 1 to -2 KY.K-3.SLO.SC.6 In informal speaking situations, students will ask and respond to questions as a way to participate in class discussions

Cluster: Presentation of Knowledge and Ideas

CCSS: **CC.1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.**

Grade: 1 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: SPEAKING & LISTENING Notes: The state standard does not specifically state that familiar people, places, things, and events will be described with appropriate detail. The state standard expects students to provide detail and to revise as needed to provide that level of detail.

MG: K-3 GD: 1 to -2 KY.K-3.W.C.SC.8 Students will provide sufficient details for clear understanding

MG: K-3 GD: 1 to -2 KY.K-3.W.P.SC.4 Students will revise: • reflect on own writing • confer with peers and other writing conferencing partners to critically analyze one's own work and the work of others • confer to determine where to add, delete, rearrange, define/redefine or elaborate content so that writing is clear for intended audience, then make revisions • make sure paragraphs are supported appropriately with relevant details and that sentences are in sequential order; develop introductions and conclusions

Cluster: Presentation of Knowledge and Ideas

CCSS: **CC.1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.**

Grade: 1 DM: 3 = Excellent match between the two documents

Strand: SPEAKING & LISTENING Notes:

MG: K-3 GD: 1 to -2 KY.K-3.SLO.EU.2 Students will understand that regardless of the topic, the context or the intended audience, students need to be able to communicate ideas effectively. Effective communication involves verbal and nonverbal techniques to enhance or emphasize content. These techniques aid the listener's ability to interpret the information.

MG: K-3 GD: 1 to -2 KY.K-3.SLO.SC.3 In formal speaking situations, students will use visual aids, media and tools of technology to support oral communication

Cluster: Presentation of Knowledge and Ideas

CCSS: **CC.1.SL.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)**

Grade: 1 DM: 3 = Excellent match between the two documents

Strand: SPEAKING & LISTENING Notes:

MG: K-3 GD: 1 to -2 KY.K-3.SLO.EU.1 Students will understand that communication, both formal and informal, is an interpretive process that integrates listening, observing, reading, writing and speaking with confidence. Different levels of discourse are appropriate for different contexts, occasions, purposes and audiences.

MG: K-3	GD: 1 to -2	KY.K-3.SLO.EU.2 Students will understand that regardless of the topic, the context or the intended audience, students need to be able to communicate ideas effectively. Effective communication involves verbal and nonverbal techniques to enhance or emphasize content. These techniques aid the listener's ability to interpret the information.
MG: K-3	GD: 1 to -2	KY.K-3.SLO.EU.3 Students will understand that language usage is related to successful communication; language patterns and vocabulary transmit culture and affect meaning.
MG: K-3	GD: 1 to -2	KY.K-3.SLO.SC.2 In formal speaking situations, students will apply delivery techniques: • both verbal (e.g., tone, volume, rate, articulation, pacing) and nonverbal (e.g., gestures, facial expressions, eye contact) • avoid distracting delivery behaviors (e.g. excessive verbal pauses, fidgeting) • use language appropriate to audience; use specialized content vocabulary as needed • adhere to standard guidelines for grammar, usage, mechanics or use non-standard language for effect when appropriate (e.g., word plays, slang, similes) • choose language for its effect on the audience (e.g., strong nouns, active verbs, concrete and sensory details, figurative language)

Cluster: Comprehension and Collaboration

CCSS: **CC.1.SL.1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).**

Grade: 1 DM: Unmatched

Strand: SPEAKING & LISTENING Notes: Unmatched

MG: Unma GD:

Cluster: Comprehension and Collaboration

CCSS: **CC.2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.**

Grade: 2 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: SPEAKING & LISTENING Notes: CCSS specifically include various size groups for discussion and the inclusion of peer and adult interaction. The state standard does not include that specific language.

MG: K-3	GD: 2 to -1	KY.K-3.R.R.SC.3 Students will generate a personal response to what is read, listened to or viewed: • relate stories or texts to prior knowledge, personal experiences, other texts, or ideas • provide text references/evidence to support connections made between text-to-self, text-to-text, or text-to-world
MG: K-3	GD: 2 to -1	KY.K-3.R.R.SC.7 Students will demonstrate participation in a literate community by sharing and responding to ideas and connections through writing and focused discussions about text
MG: K-3	GD: 2 to -1	KY.K-3.SLO.EU.1 Students will understand that communication, both formal and informal, is an interpretive process that integrates listening, observing, reading, writing and speaking with confidence. Different levels of discourse are appropriate for different contexts, occasions, purposes and audiences.
MG: K-3	GD: 2 to -1	KY.K-3.SLO.EU.2 Students will understand that regardless of the topic, the context or the intended audience, students need to be able to communicate ideas effectively. Effective communication involves verbal and nonverbal techniques to enhance or emphasize content. These techniques aid the listener's ability to interpret the information.
MG: K-3	GD: 2 to -1	KY.K-3.SLO.SC.11 When listening, students will respond to information appropriately/respectfully in a variety of ways (e.g., summarizing orally, taking useful notes, organizing and recording that which is meaningful and useful)
MG: K-3	GD: 2 to -1	KY.K-3.SLO.SC.14 When listening, students will build on the ideas of others and contribute appropriate information or ideas
MG: K-3	GD: 2 to -1	KY.K-3.SLO.SC.7 In informal speaking situations, students will play a variety of roles in group discussions (e.g., discussion leader, facilitator, responder)

Cluster: Comprehension and Collaboration

CCSS: **CC.2.SL.1.b Build on others' talk in conversations by linking their comments to the remarks of others.**

Grade: 2 DM: 3 = Excellent match between the two documents

Strand: SPEAKING & LISTENING Notes:

MG: K-3	GD: 2 to -1	KY.K-3.SLO.SC.14 When listening, students will build on the ideas of others and contribute appropriate information or ideas

Cluster: Comprehension and Collaboration

CCSS: **CC.2.SL.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion.**

Grade: 2 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: SPEAKING & LISTENING Notes: CCSS states questions are asked to clarify understanding. The state standard does not include that specific language.

MG: K-3	GD: 2 to -1	KY.K-3.R.D.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts (e.g., using prior knowledge, previewing text selections, making predictions, generating questions, constructing sensory images, using text features, making connections, determining importance of information)

MG: K-3	GD: 2 to -1	KY.K-3.R.I.SC.1 Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts (e.g., using prior knowledge, previewing text selections, making predictions, generating questions, constructing sensory images, using text features, making connections, determining importance of information)
MG: K-3	GD: 2 to -1	KY.K-3.R.I.SC.7 Students will discuss the message of the text
MG: K-3	GD: 2 to -1	KY.K-3.R.R.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying and literal questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts
MG: K-3	GD: 2 to -1	KY.K-3.R.U.SC.1 Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying and literal questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts
MG: K-3	GD: 2 to -1	KY.K-3.SLO.SC.6 In informal speaking situations, students will ask and respond to questions as a way to participate in class discussions

Cluster: Comprehension and Collaboration

CCSS: **CC.2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.**

Grade: 2 DM: 3 = Excellent match between the two documents

Strand: SPEAKING & LISTENING Notes:

MG: K-3	GD: 2 to -1	KY.K-3.R.R.SC.3 Students will generate a personal response to what is read, listened to or viewed: • relate stories or texts to prior knowledge, personal experiences, other texts, or ideas • provide text references/evidence to support connections made between text-to-self, text-to-text, or text-to-world
MG: K-3	GD: 2 to -1	KY.K-3.SLO.EU.1 Students will understand that communication, both formal and informal, is an interpretive process that integrates listening, observing, reading, writing and speaking with confidence. Different levels of discourse are appropriate for different contexts, occasions, purposes and audiences.
MG: K-3	GD: 2 to -1	KY.K-3.SLO.EU.2 Students will understand that regardless of the topic, the context or the intended audience, students need to be able to communicate ideas effectively. Effective communication involves verbal and nonverbal techniques to enhance or emphasize content. These techniques aid the listener's ability to interpret the information.
MG: K-3	GD: 2 to -1	KY.K-3.SLO.EU.4 Students will understand that observation involves interpreting and constructing meaning. By viewing in context, students infer, construct meaning, draw conclusions and form opinions about the world around them.
MG: K-3	GD: 2 to -1	KY.K-3.SLO.SC.1 In formal speaking situations, students will create oral presentations that: • are appropriate for the purpose (e.g., to inform, persuade, entertain), audience, context and occasion • use appropriate details to support ideas • maintain a consistent focus • organize ideas in a coherent, meaningful way including an introduction and a conclusion that are appropriate to audience and purpose
MG: K-3	GD: 2 to -1	KY.K-3.SLO.SC.10 When listening, students will identify specific information (e.g., main idea, supporting details)
MG: K-3	GD: 2 to -1	KY.K-3.SLO.SC.11 When listening, students will respond to information appropriately/respectfully in a variety of ways (e.g., summarizing orally, taking useful notes, organizing and recording that which is meaningful and useful)
MG: K-3	GD: 2 to -1	KY.K-3.W.C.SC.8 Students will provide sufficient details for clear understanding

Cluster: Comprehension and Collaboration

CCSS: **CC.2.SL.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.**

Grade: 2 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: SPEAKING & LISTENING Notes: CCSS states questions are asked and answered to clarify or deepen understanding. The state standard does not include that specific language.

MG: K-3	GD: 2 to -1	KY.K-3.SLO.EU.2 Students will understand that regardless of the topic, the context or the intended audience, students need to be able to communicate ideas effectively. Effective communication involves verbal and nonverbal techniques to enhance or emphasize content. These techniques aid the listener's ability to interpret the information.
MG: K-3	GD: 2 to -1	KY.K-3.SLO.EU.4 Students will understand that observation involves interpreting and constructing meaning. By viewing in context, students infer, construct meaning, draw conclusions and form opinions about the world around them.
MG: K-3	GD: 2 to -1	KY.K-3.SLO.SC.6 In informal speaking situations, students will ask and respond to questions as a way to participate in class discussions

Cluster: Presentation of Knowledge and Ideas

CCSS: **CC.2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.**

Grade: 2 DM: 3 = Excellent match between the two documents

Strand: SPEAKING & LISTENING Notes:

MG: K-3	GD: 2 to -1	KY.K-3.R.R.SC.7 Students will demonstrate participation in a literate community by sharing and responding to ideas and connections through writing and focused discussions about text
MG: K-3	GD: 2 to -1	KY.K-3.SLO.EU.2 Students will understand that regardless of the topic, the context or the intended audience, students need to be able to communicate ideas effectively. Effective communication involves verbal and nonverbal techniques to enhance or emphasize content. These techniques aid the listener's ability to interpret the information.
MG: K-3	GD: 2 to -1	KY.K-3.SLO.EU.3 Students will understand that language usage is related to successful communication; language patterns and vocabulary transmit culture and affect meaning.
MG: K-3	GD: 2 to -1	KY.K-3.SLO.SC.1 In formal speaking situations, students will create oral presentations that: • are appropriate for the purpose (e.g., to inform, persuade, entertain), audience, context and occasion • use appropriate details to support ideas • maintain a consistent focus • organize ideas in a coherent, meaningful way including an introduction and a conclusion that are appropriate to audience and purpose
MG: K-3	GD: 2 to -1	KY.K-3.SLO.SC.2 In formal speaking situations, students will apply delivery techniques: • both verbal (e.g., tone, volume, rate, articulation, pacing) and nonverbal (e.g., gestures, facial expressions, eye contact) • avoid distracting delivery behaviors (e.g. excessive verbal pauses, fidgeting) • use language appropriate to audience; use specialized content vocabulary as needed • adhere to standard guidelines for grammar, usage, mechanics or use non-standard language for effect when appropriate (e.g., word plays, slang, similes) • choose language for its effect on the audience (e.g., strong nouns, active verbs, concrete and sensory details, figurative language)

Cluster: Presentation of Knowledge and Ideas

CCSS: **CC.2.SL.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.**

Grade: 2 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: SPEAKING & LISTENING Notes: CCSS references the creation of audio recordings. The state standard states students will use tools of technology to support oral communication in formal speaking situations.

MG: K-3	GD: 2 to -1	KY.K-3.SLO.EU.2 Students will understand that regardless of the topic, the context or the intended audience, students need to be able to communicate ideas effectively. Effective communication involves verbal and nonverbal techniques to enhance or emphasize content. These techniques aid the listener's ability to interpret the information.
MG: K-3	GD: 2 to -1	KY.K-3.SLO.SC.3 In formal speaking situations, students will use visual aids, media and tools of technology to support oral communication

Cluster: Presentation of Knowledge and Ideas

CCSS: **CC.2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1and 3 on page 26 for specific expectations.)**

Grade: 2 DM: 3 = Excellent match between the two documents

Strand: SPEAKING & LISTENING Notes:

MG: K-3	GD: 2 to -1	KY.K-3.SLO.EU.1 Students will understand that communication, both formal and informal, is an interpretive process that integrates listening, observing, reading, writing and speaking with confidence. Different levels of discourse are appropriate for different contexts, occasions, purposes and audiences.
MG: K-3	GD: 2 to -1	KY.K-3.SLO.EU.2 Students will understand that regardless of the topic, the context or the intended audience, students need to be able to communicate ideas effectively. Effective communication involves verbal and nonverbal techniques to enhance or emphasize content. These techniques aid the listener's ability to interpret the information.
MG: K-3	GD: 2 to -1	KY.K-3.SLO.EU.3 Students will understand that language usage is related to successful communication; language patterns and vocabulary transmit culture and affect meaning.
MG: K-3	GD: 2 to -1	KY.K-3.SLO.SC.1 In formal speaking situations, students will create oral presentations that: • are appropriate for the purpose (e.g., to inform, persuade, entertain), audience, context and occasion • use appropriate details to support ideas • maintain a consistent focus • organize ideas in a coherent, meaningful way including an introduction and a conclusion that are appropriate to audience and purpose
MG: K-3	GD: 2 to -1	KY.K-3.SLO.SC.2 In formal speaking situations, students will apply delivery techniques: • both verbal (e.g., tone, volume, rate, articulation, pacing) and nonverbal (e.g., gestures, facial expressions, eye contact) • avoid distracting delivery behaviors (e.g. excessive verbal pauses, fidgeting) • use language appropriate to audience; use specialized content vocabulary as needed • adhere to standard guidelines for grammar, usage, mechanics or use non-standard language for effect when appropriate (e.g., word plays, slang, similes) • choose language for its effect on the audience (e.g., strong nouns, active verbs, concrete and sensory details, figurative language)
MG: K-3	GD: 2 to -1	KY.K-3.SLO.SC.6 In informal speaking situations, students will ask and respond to questions as a way to participate in class discussions

Back to Main Menu

Cluster: Comprehension and Collaboration

CCSS: **CC.2.SL.1.a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).**

Grade: 2 DM: Unmatched

Strand: SPEAKING & LISTENING Notes: Unmatched

MG: Unma GD:

Cluster: Comprehension and Collaboration

CCSS: **CC.3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.**

Grade: 3 DM: 3 = Excellent match between the two documents

Strand: SPEAKING & LISTENING Notes:

MG: K-3	GD: 3	KY.K-3.R.R.SC.7 Students will demonstrate participation in a literate community by sharing and responding to ideas and connections through writing and focused discussions about text
MG: K-3	GD: 3	KY.K-3.SLO.EU.1 Students will understand that communication, both formal and informal, is an interpretive process that integrates listening, observing, reading, writing and speaking with confidence. Different levels of discourse are appropriate for different contexts, occasions, purposes and audiences.
MG: K-3	GD: 3	KY.K-3.SLO.EU.2 Students will understand that regardless of the topic, the context or the intended audience, students need to be able to communicate ideas effectively. Effective communication involves verbal and nonverbal techniques to enhance or emphasize content. These techniques aid the listener's ability to interpret the information.
MG: K-3	GD: 3	KY.K-3.SLO.SC.11 When listening, students will respond to information appropriately/respectfully in a variety of ways (e.g., summarizing orally, taking useful notes, organizing and recording that which is meaningful and useful)
MG: K-3	GD: 3	KY.K-3.SLO.SC.14 When listening, students will build on the ideas of others and contribute appropriate information or ideas
MG: K-3	GD: 3	KY.K-3.SLO.SC.6 In informal speaking situations, students will ask and respond to questions as a way to participate in class discussions
MG: K-3	GD: 3	KY.K-3.SLO.SC.7 In informal speaking situations, students will play a variety of roles in group discussions (e.g., discussion leader, facilitator, responder)

Cluster: Comprehension and Collaboration

CCSS: **CC.3.SL.1.b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).**

Grade: 3 DM: 3 = Excellent match between the two documents

Strand: SPEAKING & LISTENING Notes:

MG: K-3	GD: 3	KY.K-3.SLO.EU.1 Students will understand that communication, both formal and informal, is an interpretive process that integrates listening, observing, reading, writing and speaking with confidence. Different levels of discourse are appropriate for different contexts, occasions, purposes and audiences.
MG: K-3	GD: 3	KY.K-3.SLO.EU.2 Students will understand that regardless of the topic, the context or the intended audience, students need to be able to communicate ideas effectively. Effective communication involves verbal and nonverbal techniques to enhance or emphasize content. These techniques aid the listener's ability to interpret the information.
MG: K-3	GD: 3	KY.K-3.SLO.SC.11 When listening, students will respond to information appropriately/respectfully in a variety of ways (e.g., summarizing orally, taking useful notes, organizing and recording that which is meaningful and useful)
MG: K-3	GD: 3	KY.K-3.SLO.SC.7 In informal speaking situations, students will play a variety of roles in group discussions (e.g., discussion leader, facilitator, responder)

Cluster: Comprehension and Collaboration

CCSS: **CC.3.SL.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.**

Grade: 3 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: SPEAKING & LISTENING Notes: The CCSS states questions are asked and answered to clarify understanding and for students to remain on task. The state standard does not include that specific language.

MG: K-3	GD: 3	KY.K-3.SLO.EU.1 Students will understand that communication, both formal and informal, is an interpretive process that integrates listening, observing, reading, writing and speaking with confidence. Different levels of discourse are appropriate for different contexts, occasions, purposes and audiences.
MG: K-3	GD: 3	KY.K-3.SLO.EU.2 Students will understand that regardless of the topic, the context or the intended audience, students need to be able to communicate ideas effectively. Effective communication involves verbal and nonverbal techniques to enhance or emphasize content. These techniques aid the listener's ability to interpret the information.
MG: K-3	GD: 3	KY.K-3.SLO.SC.14 When listening, students will build on the ideas of others and contribute appropriate information or ideas
MG: K-3	GD: 3	KY.K-3.SLO.SC.6 In informal speaking situations, students will ask and respond to questions as a way to participate in class discussions

Cluster: Comprehension and Collaboration

CCSS: **CC.3.SL.1.d Explain their own ideas and understanding in light of the discussion.**

Grade: 3 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: SPEAKING & LISTENING Notes: The CCSS includes students expressing ideas and their understanding in light of the conversation. The state standard includes students responding to information appropriately.

MG: K-3	GD: 3	KY.K-3.SLO.EU.1 Students will understand that communication, both formal and informal, is an interpretive process that integrates listening, observing, reading, writing and speaking with confidence. Different levels of discourse are appropriate for different contexts, occasions, purposes and audiences.
MG: K-3	GD: 3	KY.K-3.SLO.EU.2 Students will understand that regardless of the topic, the context or the intended audience, students need to be able to communicate ideas effectively. Effective communication involves verbal and nonverbal techniques to enhance or emphasize content. These techniques aid the listener's ability to interpret the information.
MG: K-3	GD: 3	KY.K-3.SLO.SC.11 When listening, students will respond to information appropriately/respectfully in a variety of ways (e.g., summarizing orally, taking useful notes, organizing and recording that which is meaningful and useful)

Cluster: Comprehension and Collaboration

CCSS: **CC.3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.**

Grade: 3 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: SPEAKING & LISTENING Notes: The CCSS expects students to understand information presented in diverse media and formats. The state standard does not include that specific language.

MG: K-3	GD: 3	KY.K-3.R.R.SC.7 Students will demonstrate participation in a literate community by sharing and responding to ideas and connections through writing and focused discussions about text
MG: K-3	GD: 3	KY.K-3.SLO.SC.10 When listening, students will identify specific information (e.g., main idea, supporting details)

Cluster: Comprehension and Collaboration

CCSS: **CC.3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.**

Grade: 3 DM: 3 = Excellent match between the two documents

Strand: SPEAKING & LISTENING Notes:

MG: K-3	GD: 3	KY.K-3.SLO.EU.4 Students will understand that observation involves interpreting and constructing meaning. By viewing in context, students infer, construct meaning, draw conclusions and form opinions about the world around them.
MG: K-3	GD: 3	KY.K-3.SLO.SC.14 When listening, students will build on the ideas of others and contribute appropriate information or ideas
MG: K-3	GD: 3	KY.K-3.SLO.SC.6 In informal speaking situations, students will ask and respond to questions as a way to participate in class discussions

Cluster: Presentation of Knowledge and Ideas

CCSS: **CC.3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.**

Grade: 3 DM: 3 = Excellent match between the two documents

Strand: SPEAKING & LISTENING Notes:

MG: K-3	GD: 3	KY.K-3.SLO.SC.1 In formal speaking situations, students will create oral presentations that: • are appropriate for the purpose (e.g., to inform, persuade, entertain), audience, context and occasion • use appropriate details to support ideas • maintain a consistent focus • organize ideas in a coherent, meaningful way including an introduction and a conclusion that are appropriate to audience and purpose
MG: K-3	GD: 3	KY.K-3.SLO.SC.2 In formal speaking situations, students will apply delivery techniques: • both verbal (e.g., tone, volume, rate, articulation, pacing) and nonverbal (e.g., gestures, facial expressions, eye contact) • avoid distracting delivery behaviors (e.g. excessive verbal pauses, fidgeting) • use language appropriate to audience; use specialized content vocabulary as needed • adhere to standard guidelines for grammar, usage, mechanics or use non-standard language for effect when appropriate (e.g., word plays, slang, similes) • choose language for its effect on the audience (e.g., strong nouns, active verbs, concrete and sensory details, figurative language)

Cluster: Presentation of Knowledge and Ideas

CCSS: **CC.3.SL.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.**

Grade: 3 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: SPEAKING & LISTENING Notes: The CCSS references the creation of audio recordings. The state standard states students will use tools of technology to support oral communication in formal speaking situations.

MG: K-3	GD: 3	KY.K-3.SLO.SC.3 In formal speaking situations, students will use visual aids, media and tools of technology to support oral communication

Back to Main Menu

Cluster: Presentation of Knowledge and Ideas

CCSS: **CC.3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 26 for specific expectations.)**

Grade: 3 DM: 3 = Excellent match between the two documents

Strand: SPEAKING & LISTENING Notes:

MG: K-3	GD: 3	KY.K-3.SLO.EU.1 Students will understand that communication, both formal and informal, is an interpretive process that integrates listening, observing, reading, writing and speaking with confidence. Different levels of discourse are appropriate for different contexts, occasions, purposes and audiences.
MG: K-3	GD: 3	KY.K-3.SLO.EU.2 Students will understand that regardless of the topic, the context or the intended audience, students need to be able to communicate ideas effectively. Effective communication involves verbal and nonverbal techniques to enhance or emphasize content. These techniques aid the listener's ability to interpret the information.
MG: K-3	GD: 3	KY.K-3.SLO.EU.3 Students will understand that language usage is related to successful communication; language patterns and vocabulary transmit culture and affect meaning.
MG: K-3	GD: 3	KY.K-3.SLO.SC.1 In formal speaking situations, students will create oral presentations that: • are appropriate for the purpose (e.g., to inform, persuade, entertain), audience, context and occasion • use appropriate details to support ideas • maintain a consistent focus • organize ideas in a coherent, meaningful way including an introduction and a conclusion that are appropriate to audience and purpose
MG: K-3	GD: 3	KY.K-3.SLO.SC.2 In formal speaking situations, students will apply delivery techniques: • both verbal (e.g., tone, volume, rate, articulation, pacing) and nonverbal (e.g., gestures, facial expressions, eye contact) • avoid distracting delivery behaviors (e.g. excessive verbal pauses, fidgeting) • use language appropriate to audience; use specialized content vocabulary as needed • adhere to standard guidelines for grammar, usage, mechanics or use non-standard language for effect when appropriate (e.g., word plays, slang, similes) • choose language for its effect on the audience (e.g., strong nouns, active verbs, concrete and sensory details, figurative language)

Cluster: Comprehension and Collaboration

CCSS: **CC.3.SL.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.**

Grade: 3 DM: Unmatched

Strand: SPEAKING & LISTENING Notes: Unmatched

MG: Unma GD:

Cluster: Comprehension and Collaboration

CCSS: **CC.4.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.**

Grade: 4 DM: 3 = Excellent match between the two documents

Strand: SPEAKING & LISTENING Notes:

MG: 4	GD: 0	KY.4.R.R.SC.5 Students will demonstrate participation in a literate community by sharing and responding to ideas and connections with others through writing and focused discussions about texts
MG: 4	GD: 0	KY.4.SLO.EU.1 Students will understand that communication, both formal and informal, integrates listening, observing/viewing, reading, writing and speaking with confidence. Different levels of discourse are appropriate for different contexts, occasions, purposes and audiences.
MG: 4	GD: 0	KY.4.SLO.EU.2 Students will understand that regardless of the topic, the context or the intended audience, students need to be able to communicate ideas effectively. Effective communication involves verbal and nonverbal techniques to enhance or emphasize content. These techniques aid the listener's ability to interpret the information.
MG: 4	GD: 0	KY.4.SLO.SC.11 When listening, students will respond to information appropriately/respectfully in a variety of ways (e.g., summarizing orally, taking useful notes, organizing and recording that which is meaningful and useful)
MG: 4	GD: 0	KY.4.SLO.SC.14 When listening, students will build on the ideas of others and contribute relevant information or ideas
MG: 4	GD: 0	KY.4.SLO.SC.6 In informal speaking situations, students will ask and respond to questions as a way to enrich class discussions

Cluster: Comprehension and Collaboration

CCSS: **CC.4.SL.1.b Follow agreed-upon rules for discussions and carry out assigned roles.**

Grade: 4 DM: 3 = Excellent match between the two documents

Strand: SPEAKING & LISTENING Notes:

MG: 4	GD: 0	KY.4.SLO.EU.2 Students will understand that regardless of the topic, the context or the intended audience, students need to be able to communicate ideas effectively. Effective communication involves verbal and nonverbal techniques to enhance or emphasize content. These techniques aid the listener's ability to interpret the information.
MG: 4	GD: 0	KY.4.SLO.SC.11 When listening, students will respond to information appropriately/respectfully in a variety of ways (e.g., summarizing orally, taking useful notes, organizing and recording that which is meaningful and useful)
MG: 4	GD: 0	KY.4.SLO.SC.7 In informal speaking situations, students will play a variety of roles in group discussions (e.g., discussion leader, facilitator, responder)

Cluster: Comprehension and Collaboration

CCSS: **CC.4.SL.1.c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.**

Grade: 4 DM: 3 = Excellent match between the two documents

Strand: SPEAKING & LISTENING Notes:

MG: 4	GD: 0	KY.4.R.R.SC.5 Students will demonstrate participation in a literate community by sharing and responding to ideas and connections with others through writing and focused discussions about texts

MG: 4	GD: 0	KY.4.SLO.EU.2 Students will understand that regardless of the topic, the context or the intended audience, students need to be able to communicate ideas effectively. Effective communication involves verbal and nonverbal techniques to enhance or emphasize content. These techniques aid the listener's ability to interpret the information.
MG: 4	GD: 0	KY.4.SLO.SC.11 When listening, students will respond to information appropriately/respectfully in a variety of ways (e.g., summarizing orally, taking useful notes, organizing and recording that which is meaningful and useful)
MG: 4	GD: 0	KY.4.SLO.SC.14 When listening, students will build on the ideas of others and contribute relevant information or ideas
MG: 4	GD: 0	KY.4.SLO.SC.6 In informal speaking situations, students will ask and respond to questions as a way to enrich class discussions

Cluster: Comprehension and Collaboration

CCSS: **CC.4.SL.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.**

Grade: 4 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: SPEAKING & LISTENING Notes: state standard does not include students explaining thier understanding of the key ideas

MG: 4	GD: 0	KY.4.SLO.EU.2 Students will understand that regardless of the topic, the context or the intended audience, students need to be able to communicate ideas effectively. Effective communication involves verbal and nonverbal techniques to enhance or emphasize content. These techniques aid the listener's ability to interpret the information.
MG: 5	GD: -1	KY.5.SLO.SC.11 When listening, students will respond to information appropriately/respectfully in a variety of ways (e.g., summarizing orally, taking useful notes, organizing and recording that which is meaningful and useful)

Cluster: Comprehension and Collaboration

CCSS: **CC.4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.**

Grade: 4 DM: 3 = Excellent match between the two documents

Strand: SPEAKING & LISTENING Notes: state standard extends beyond CCSS

MG: 4	GD: 0	KY.4.R.U.SC.6 Students will paraphrase and summarize (e.g., to show relationships, relative importance of information) and sequence major events or steps in a process if appropriate
MG: 4	GD: 0	KY.4.SLO.SC.10 When listening, students will identify specific information (e.g., main idea, supporting details)

Cluster: Comprehension and Collaboration

CCSS: **CC.4.SL.3 Identify the reasons and evidence a speaker provides to support particular points.**

Grade: 4 DM: 3 = Excellent match between the two documents

Strand: SPEAKING & LISTENING Notes:

MG: 4	GD: 0	KY.4.SLO.SC.10 When listening, students will identify specific information (e.g., main idea, supporting details)

Cluster: Presentation of Knowledge and Ideas

CCSS: **CC.4.SL.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.**

Grade: 4 DM: 3 = Excellent match between the two documents

Strand: SPEAKING & LISTENING Notes: state standards extend beyond CCSS

MG: 4	GD: 0	KY.4.SLO.SC.1 In formal speaking situations, students will create oral presentations that: • are appropriate for the purpose (e.g., to inform, persuade, entertain), audience, context and occasion • support judgment with sound evidence and appropriate details • maintain a consistent focus • exhibit a logical structure appropriate to audience, context and purpose • organize ideas in a coherent, meaningful way including an introduction and a conclusion • choose language for its effect on the audience (e.g., strong nouns, active verbs, concrete and sensory details)
MG: 4	GD: 0	KY.4.SLO.SC.2 In formal speaking situations, students will apply delivery techniques: • both verbal (e.g., tone, volume, rate, articulation, pacing) and nonverbal (e.g., gestures, facial expressions, eye contact) • avoid distracting delivery behaviors (e.g. excessive verbal pauses, fidgeting) • use language appropriate to audience; use specialized content vocabulary as needed • adhere to standard guidelines for grammar, usage, mechanics or use non-standard language for effect when appropriate (e.g., word plays, familiar idioms, similes)

Cluster: Presentation of Knowledge and Ideas

CCSS: **CC.4.SL.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.**

Grade: 4 DM: 3 = Excellent match between the two documents

Strand: SPEAKING & LISTENING Notes:

MG: 4	GD: 0	KY.4.SLO.SC.3 In formal speaking situations, students will use visual aids, media and tools of technology to support oral communication

Cluster: Presentation of Knowledge and Ideas

CCSS: **CC.4.SL.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 on page 28 for specific expectations.)**

Grade: 4 DM: 3 = Excellent match between the two documents

Strand: SPEAKING & LISTENING Notes: state standard extends beyond CCSS

MG: 4	GD: 0	KY.4.SLO.EU.1 Students will understand that communication, both formal and informal, integrates listening, observing/viewing, reading, writing and speaking with confidence. Different levels of discourse are appropriate for different contexts, occasions, purposes and audiences.
MG: 4	GD: 0	KY.4.SLO.EU.2 Students will understand that regardless of the topic, the context or the intended audience, students need to be able to communicate ideas effectively. Effective communication involves verbal and nonverbal techniques to enhance or emphasize content. These techniques aid the listener's ability to interpret the information.
MG: 4	GD: 0	KY.4.SLO.EU.3 Students will understand that language usage is related to successful communication; language patterns and vocabulary transmit culture and affect meaning.
MG: 4	GD: 0	KY.4.SLO.SC.1 In formal speaking situations, students will create oral presentations that: • are appropriate for the purpose (e.g., to inform, persuade, entertain), audience, context and occasion • support judgment with sound evidence and appropriate details • maintain a consistent focus • exhibit a logical structure appropriate to audience, context and purpose • organize ideas in a coherent, meaningful way including an introduction and a conclusion • choose language for its effect on the audience (e.g., strong nouns, active verbs, concrete and sensory details)

Back to Main Menu

MG: 4 GD: 0 KY.4.SLO.SC.2 In formal speaking situations, students will apply delivery techniques: • both verbal (e.g., tone, volume, rate, articulation, pacing) and nonverbal (e.g., gestures, facial expressions, eye contact) • avoid distracting delivery behaviors (e.g. excessive verbal pauses, fidgeting) • use language appropriate to audience; use specialized content vocabulary as needed • adhere to standard guidelines for grammar, usage, mechanics or use non-standard language for effect when appropriate (e.g., word plays, familiar idioms, similes)

Cluster: Comprehension and Collaboration

CCSS: **CC.4.SL.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.**

Grade: 4 DM: Unmatched

Strand: SPEAKING & LISTENING Notes: Unmatched

MG: Unma GD:

Cluster: Comprehension and Collaboration

CCSS: **CC.5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.**

Grade: 5 DM: 3 = Excellent match between the two documents

Strand: SPEAKING & LISTENING Notes:

MG: 5	GD: 0	KY.5.R.R.SC.5 Students will demonstrate participation in a literate community by sharing and responding to ideas and connections with others through writing and focused discussions about texts
MG: 5	GD: 0	KY.5.SLO.EU.1 Students will understand that communication, both formal and informal, is an interpretative process that integrates listening, observing, reading, writing and speaking with confidence. Different levels of discourse are appropriate for different contexts, occasions, purposes and audiences.
MG: 5	GD: 0	KY.5.SLO.EU.2 Students will understand that regardless of the topic, the context or the intended audience, students need to be able to communicate ideas effectively. Effective communication involves verbal and nonverbal techniques to enhance or emphasize content. These techniques aid the listener's ability to interpret the information.
MG: 5	GD: 0	KY.5.SLO.SC.11 When listening, students will respond to information appropriately/respectfully in a variety of ways (e.g., summarizing orally, taking useful notes, organizing and recording that which is meaningful and useful)
MG: 5	GD: 0	KY.5.SLO.SC.14 When listening, students will build on the ideas of others and contribute relevant information or ideas
MG: 5	GD: 0	KY.5.SLO.SC.6 In informal speaking situations, students will ask and respond to questions as a way to enrich class discussions

Cluster: Comprehension and Collaboration

CCSS: **CC.5.SL.1.b Follow agreed-upon rules for discussions and carry out assigned roles.**

Grade: 5 DM: 3 = Excellent match between the two documents

Strand: SPEAKING & LISTENING Notes:

MG: 5	GD: 0	KY.5.SLO.EU.2 Students will understand that regardless of the topic, the context or the intended audience, students need to be able to communicate ideas effectively. Effective communication involves verbal and nonverbal techniques to enhance or emphasize content. These techniques aid the listener's ability to interpret the information.
MG: 5	GD: 0	KY.5.SLO.SC.11 When listening, students will respond to information appropriately/respectfully in a variety of ways (e.g., summarizing orally, taking useful notes, organizing and recording that which is meaningful and useful)
MG: 5	GD: 0	KY.5.SLO.SC.7 In informal speaking situations, students will play a variety of roles in group discussions (e.g., discussion leader, facilitator, responder)

Cluster: Comprehension and Collaboration

CCSS: **CC.5.SL.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.**

Grade: 5 DM: 3 = Excellent match between the two documents

Strand: SPEAKING & LISTENING Notes:

MG: 5	GD: 0	KY.5.R.R.SC.5 Students will demonstrate participation in a literate community by sharing and responding to ideas and connections with others through writing and focused discussions about texts

MG: 5	GD: 0	KY.5.SLO.EU.2 Students will understand that regardless of the topic, the context or the intended audience, students need to be able to communicate ideas effectively. Effective communication involves verbal and nonverbal techniques to enhance or emphasize content. These techniques aid the listener's ability to interpret the information.
MG: 5	GD: 0	KY.5.SLO.SC.11 When listening, students will respond to information appropriately/respectfully in a variety of ways (e.g., summarizing orally, taking useful notes, organizing and recording that which is meaningful and useful)
MG: 5	GD: 0	KY.5.SLO.SC.14 When listening, students will build on the ideas of others and contribute relevant information or ideas
MG: 5	GD: 0	KY.5.SLO.SC.6 In informal speaking situations, students will ask and respond to questions as a way to enrich class discussions

Cluster: Comprehension and Collaboration

CCSS: **CC.5.SL.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.**

Grade: 5 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: SPEAKING & LISTENING Notes: state standard is more general

MG: 5	GD: 0	KY.5.SLO.EU.2 Students will understand that regardless of the topic, the context or the intended audience, students need to be able to communicate ideas effectively. Effective communication involves verbal and nonverbal techniques to enhance or emphasize content. These techniques aid the listener's ability to interpret the information.
MG: 5	GD: 0	KY.5.SLO.SC.11 When listening, students will respond to information appropriately/respectfully in a variety of ways (e.g., summarizing orally, taking useful notes, organizing and recording that which is meaningful and useful)

Cluster: Comprehension and Collaboration

CCSS: **CC.5.SL.2 Summarize written a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.**

Grade: 5 DM: 3 = Excellent match between the two documents

Strand: SPEAKING & LISTENING Notes: state standard extends beyond

MG: 5	GD: 0	KY.5.R.U.SC.6 Students will paraphrase and summarize (e.g., to show relationships, relative importance of information), or sequence major events or steps in a process if appropriate
MG: 5	GD: 0	KY.5.SLO.SC.10 When listening, students will identify specific information (e.g., main idea, supporting details)

Cluster: Comprehension and Collaboration

CCSS: **CC.5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.**

Grade: 5 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: SPEAKING & LISTENING Notes: state standards more broad; no mention of of supporting claim in state standard

MG: 5	GD: 0	KY.5.R.U.SC.6 Students will paraphrase and summarize (e.g., to show relationships, relative importance of information), or sequence major events or steps in a process if appropriate
MG: 5	GD: 0	KY.5.SLO.SC.10 When listening, students will identify specific information (e.g., main idea, supporting details)

Cluster: Presentation of Knowledge and Ideas

CCSS: **CC.5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.**

Grade: 5 DM: 3 = Excellent match between the two documents

Strand: SPEAKING & LISTENING Notes: state standards extend beyond CCSS

MG: 5	GD: 0	KY.5.SLO.SC.1 In formal speaking situations, students will create oral presentations that: • are appropriate for the purpose (e.g., to inform, persuade, entertain), audience, context and occasion • support judgment with sound evidence and appropriate details • maintain a consistent focus • exhibit a logical structure appropriate to audience, context and purpose • organize ideas in a coherent, meaningful way including an introduction and a conclusion • choose language for its effect on the audience (e.g., strong nouns, active verbs, concrete and sensory details, figurative language)
MG: 5	GD: 0	KY.5.SLO.SC.2 In formal speaking situations, students will apply delivery techniques: • both verbal (e.g., tone, volume, rate, articulation, pacing) and nonverbal (e.g., gestures, facial expressions, eye contact) • avoid distracting delivery behaviors (e.g. excessive verbal pauses, fidgeting) • use language appropriate to audience; use specialized content vocabulary as needed • adhere to standard guidelines for grammar, usage, mechanics or use non-standard language for effect when appropriate (e.g., word plays, familiar idioms, similes)

Cluster: Presentation of Knowledge and Ideas

CCSS: **CC.5.SL.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.**

Grade: 5 DM: 3 = Excellent match between the two documents

Strand: SPEAKING & LISTENING Notes:

MG: 5	GD: 0	KY.5.SLO.SC.3 In formal speaking situations, students will use visual aids, media and tools of technology to support oral communication

Cluster: Presentation of Knowledge and Ideas

CCSS: **CC.5.SL.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on page 28 for specific expectations.)**

Grade: 5 DM: 3 = Excellent match between the two documents

Strand: SPEAKING & LISTENING Notes: state standards extend beyond CCSS

MG: 5	GD: 0	KY.5.SLO.EU.1 Students will understand that communication, both formal and informal, is an interpretative process that integrates listening, observing, reading, writing and speaking with confidence. Different levels of discourse are appropriate for different contexts, occasions, purposes and audiences.
MG: 5	GD: 0	KY.5.SLO.EU.2 Students will understand that regardless of the topic, the context or the intended audience, students need to be able to communicate ideas effectively. Effective communication involves verbal and nonverbal techniques to enhance or emphasize content. These techniques aid the listener's ability to interpret the information.
MG: 5	GD: 0	KY.5.SLO.EU.3 Students will understand that language usage is related to successful communication; language patterns and vocabulary transmit culture and affect meaning.

MG: 5	GD: 0	KY.5.SLO.SC.1 In formal speaking situations, students will create oral presentations that: • are appropriate for the purpose (e.g., to inform, persuade, entertain), audience, context and occasion • support judgment with sound evidence and appropriate details • maintain a consistent focus • exhibit a logical structure appropriate to audience, context and purpose • organize ideas in a coherent, meaningful way including an introduction and a conclusion • choose language for its effect on the audience (e.g., strong nouns, active verbs, concrete and sensory details, figurative language)
MG: 5	GD: 0	KY.5.SLO.SC.2 In formal speaking situations, students will apply delivery techniques: • both verbal (e.g., tone, volume, rate, articulation, pacing) and nonverbal (e.g., gestures, facial expressions, eye contact) • avoid distracting delivery behaviors (e.g. excessive verbal pauses, fidgeting) • use language appropriate to audience; use specialized content vocabulary as needed • adhere to standard guidelines for grammar, usage, mechanics or use non-standard language for effect when appropriate (e.g., word plays, familiar idioms, similes)

Cluster: Comprehension and Collaboration

CCSS: **CC.5.SL.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.**

Grade: 5 DM: Unmatched

Strand: SPEAKING & LISTENING Notes: Unmatched

MG: Unma GD:

Cluster: Comprehension and Collaboration

CCSS: **CC.6.SL.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.**

Grade: 6 DM: 3 = Excellent match between the two documents

Strand: SPEAKING & LISTENING Notes:

MG: 6	GD: 0	KY.6.SLO.EU.1 Students will understand that communication, both formal and informal is an interpretive process that integrates listening, observing/viewing, reading, writing and speaking with confidence. Different levels of discourse are appropriate for different contexts, occasions, purposes and audiences.
MG: 6	GD: 0	KY.6.SLO.EU.2 Students will understand that regardless of the topic, the context or the intended audience, students need to be able to communicate ideas effectively. Effective communication involves verbal and nonverbal techniques to enhance or emphasize content. These techniques aid the listener's ability to interpret the information.
MG: 6	GD: 0	KY.6.SLO.SC.11 When listening, students will respond critically (describe the style of a speech, including the speaker's choice of language to evoke a response, evaluate conclusions, credibility of information presented)
MG: 6	GD: 0	KY.6.SLO.SC.13 When listening, students will respond appropriately/respectfully (e.g., ask questions, respond with civility/respect)
MG: 6	GD: 0	KY.6.SLO.SC.14 When listening, students will follow the organization of a presentation and recognize the speaker's use of transitions
MG: 6	GD: 0	KY.6.SLO.SC.16 When listening, students will build on the ideas of others and contribute relevant information or ideas
MG: 6	GD: 0	KY.6.SLO.SC.6 In informal speaking situations, students will ask and respond to questions as a way to enrich class discussions

Cluster: Comprehension and Collaboration

CCSS: **CC.6.SL.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.**

Grade: 6 DM: 3 = Excellent match between the two documents

Strand: SPEAKING & LISTENING Notes:

MG: 6	GD: 0	KY.6.SLO.SC.16 When listening, students will build on the ideas of others and contribute relevant information or ideas
MG: 6	GD: 0	KY.6.SLO.SC.5 In informal speaking situations, students will give spoken instructions to perform specific tasks
MG: 6	GD: 0	KY.6.SLO.SC.7 In informal speaking situations, students will play a variety of roles in group discussions (e.g., discussion leader, facilitator, responder)

Cluster: Comprehension and Collaboration

CCSS: **CC.6.SL.1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.**

Grade: 6 DM: 3 = Excellent match between the two documents

Strand: SPEAKING & LISTENING Notes:

MG: 6	GD: 0	KY.6.SLO.EU.1 Students will understand that communication, both formal and informal is an interpretive process that integrates listening, observing/viewing, reading, writing and speaking with confidence. Different levels of discourse are appropriate for different contexts, occasions, purposes and audiences.

MG: 6	GD: 0	KY.6.SLO.EU.2 Students will understand that regardless of the topic, the context or the intended audience, students need to be able to communicate ideas effectively. Effective communication involves verbal and nonverbal techniques to enhance or emphasize content. These techniques aid the listener's ability to interpret the information.
MG: 6	GD: 0	KY.6.SLO.SC.11 When listening, students will respond critically (describe the style of a speech, including the speaker's choice of language to evoke a response, evaluate conclusions, credibility of information presented)
MG: 6	GD: 0	KY.6.SLO.SC.13 When listening, students will respond appropriately/respectfully (e.g., ask questions, respond with civility/respect)
MG: 6	GD: 0	KY.6.SLO.SC.7 In informal speaking situations, students will play a variety of roles in group discussions (e.g., discussion leader, facilitator, responder)

Cluster: Comprehension and Collaboration

CCSS: **CC.6.SL.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.**

Grade: 6 DM: 3 = Excellent match between the two documents

Strand: SPEAKING & LISTENING Notes:

MG: 6	GD: 0	KY.6.SLO.EU.1 Students will understand that communication, both formal and informal is an interpretive process that integrates listening, observing/viewing, reading, writing and speaking with confidence. Different levels of discourse are appropriate for different contexts, occasions, purposes and audiences.
MG: 6	GD: 0	KY.6.SLO.EU.2 Students will understand that regardless of the topic, the context or the intended audience, students need to be able to communicate ideas effectively. Effective communication involves verbal and nonverbal techniques to enhance or emphasize content. These techniques aid the listener's ability to interpret the information.
MG: 6	GD: 0	KY.6.SLO.SC.13 When listening, students will respond appropriately/respectfully (e.g., ask questions, respond with civility/respect)
MG: 6	GD: 0	KY.6.SLO.SC.14 When listening, students will follow the organization of a presentation and recognize the speaker's use of transitions
MG: 6	GD: 0	KY.6.SLO.SC.16 When listening, students will build on the ideas of others and contribute relevant information or ideas
MG: 6	GD: 0	KY.6.SLO.SC.6 In informal speaking situations, students will ask and respond to questions as a way to enrich class discussions

Cluster: Comprehension and Collaboration

CCSS: **CC.6.SL.1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.**

Grade: 6 DM: 3 = Excellent match between the two documents

Strand: SPEAKING & LISTENING Notes:

MG: 6	GD: 0	KY.6.SLO.SC.12 When listening, students will respond to information in a variety of ways by summarizing, taking useful notes, organizing, analyzing, or recording that which is meaningful and useful
MG: 6	GD: 0	KY.6.SLO.SC.13 When listening, students will respond appropriately/respectfully (e.g., ask questions, respond with civility/respect)
MG: 6	GD: 0	KY.6.SLO.SC.16 When listening, students will build on the ideas of others and contribute relevant information or ideas

Cluster: Comprehension and Collaboration

CCSS: **CC.6.SL.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.**

Grade: 6 DM: 3 = Excellent match between the two documents

Strand: SPEAKING & LISTENING Notes:

MG: 6	GD: 0	KY.6.SLO.SC.10 When listening, students will identify the controlling idea of a speech and key ideas that support it
MG: 6	GD: 0	KY.6.SLO.SC.11 When listening, students will respond critically (describe the style of a speech, including the speaker's choice of language to evoke a response, evaluate conclusions, credibility of information presented)
MG: 6	GD: 0	KY.6.SLO.SC.12 When listening, students will respond to information in a variety of ways by summarizing, taking useful notes, organizing, analyzing, or recording that which is meaningful and useful
MG: 6	GD: 0	KY.6.SLO.SC.15 When listening, students will interpret and evaluate the effectiveness of verbal and nonverbal delivery techniques, including visual cues)
MG: 6	GD: 0	KY.6.SLO.SC.18 When observing, students will use a variety of criteria (e.g., clarity, accuracy, effectiveness, relevance of facts) to evaluate media
MG: 6	GD: 0	KY.6.SLO.SC.19 When observing, students will evaluate the role of media in focusing attention and in forming opinion
MG: 6	GD: 0	KY.6.SLO.SC.21 When observing, students will identify the effective use of visual and auditory cues (e.g., cutaway, close-up or long shot, voiceover, sound effects) to enhance the message or understand context
MG: 8	GD: -2	KY.8.SLO.SC.19 When observing, students will interpret a variety of techniques used in advertising

Cluster: Comprehension and Collaboration

CCSS: **CC.6.SL.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.**

Grade: 6 DM: 3 = Excellent match between the two documents

Strand: SPEAKING & LISTENING Notes:

MG: 6	GD: 0	KY.6.SLO.SC.10 When listening, students will identify the controlling idea of a speech and key ideas that support it
MG: 6	GD: 0	KY.6.SLO.SC.11 When listening, students will respond critically (describe the style of a speech, including the speaker's choice of language to evoke a response, evaluate conclusions, credibility of information presented)
MG: 6	GD: 0	KY.6.SLO.SC.12 When listening, students will respond to information in a variety of ways by summarizing, taking useful notes, organizing, analyzing, or recording that which is meaningful and useful
MG: 6	GD: 0	KY.6.SLO.SC.14 When listening, students will follow the organization of a presentation and recognize the speaker's use of transitions

Cluster: Presentation of Knowledge and Ideas

CCSS: **CC.6.SL.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.**

Grade: 6 DM: 3 = Excellent match between the two documents

Strand: SPEAKING & LISTENING Notes:

MG: 6	GD: 0	KY.6.SLO.SC.1 In formal speaking situations, create oral presentations that: • are appropriate for the purpose (e.g., to inform, persuade, entertain), audience, context and occasion • support ideas with sound evidence and appropriate details • maintain a consistent focus • organize ideas in a coherent, meaningful way including an introduction, body, transitions, and a conclusion that are appropriate to audience, context and purpose • choose language for its effect on the audience (e.g., strong nouns, active verbs, concrete and sensory details, and figurative language)
MG: 6	GD: 0	KY.6.SLO.SC.2 In formal speaking situations, students will apply delivery techniques: • both verbal (e.g., tone, volume, rate, articulation, inflection, pacing) and nonverbal (e.g., posture, gestures, facial expressions, eye contact) • avoid distracting delivery behaviors (e.g. excessive verbal pauses, fidgeting) • use language appropriate to audience; use specialized content vocabulary as needed • adhere to standard guidelines for grammar, usage, mechanics, or use non-standard language for effect when appropriate (e.g., word plays, common figures of speech)

Cluster: Presentation of Knowledge and Ideas

CCSS: **CC.6.SL.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.**

Grade: 6 DM: 3 = Excellent match between the two documents

Strand: SPEAKING & LISTENING Notes:

MG: 6	GD: 0	KY.6.SLO.SC.3 In formal speaking situations, students will use visual aids, media and tools of technology to support oral communication

Cluster: Presentation of Knowledge and Ideas

CCSS: **CC.6.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 53 for specific expectations.)**

Grade: 6 DM: 3 = Excellent match between the two documents

Strand: SPEAKING & LISTENING Notes:

MG: 6	GD: 0	KY.6.SLO.SC.1 In formal speaking situations, create oral presentations that: • are appropriate for the purpose (e.g., to inform, persuade, entertain), audience, context and occasion • support ideas with sound evidence and appropriate details • maintain a consistent focus • organize ideas in a coherent, meaningful way including an introduction, body, transitions, and a conclusion that are appropriate to audience, context and purpose • choose language for its effect on the audience (e.g., strong nouns, active verbs, concrete and sensory details, and figurative language)
MG: 6	GD: 0	KY.6.SLO.SC.2 In formal speaking situations, students will apply delivery techniques: • both verbal (e.g., tone, volume, rate, articulation, inflection, pacing) and nonverbal (e.g., posture, gestures, facial expressions, eye contact) • avoid distracting delivery behaviors (e.g. excessive verbal pauses, fidgeting) • use language appropriate to audience; use specialized content vocabulary as needed • adhere to standard guidelines for grammar, usage, mechanics, or use non-standard language for effect when appropriate (e.g., word plays, common figures of speech)

Cluster: Comprehension and Collaboration

CCSS: **CC.7.SL.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.**

Grade: 7 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: SPEAKING & LISTENING Notes:

MG: 6	GD: 1	KY.6.SLO.SC.11 When listening, students will respond critically (describe the style of a speech, including the speaker's choice of language to evoke a response, evaluate conclusions, credibility of information presented)
MG: 6	GD: 1	KY.6.SLO.SC.6 In informal speaking situations, students will ask and respond to questions as a way to enrich class discussions
MG: 7	GD: 0	KY.7.SLO.SC.13 When listening, students will respond appropriately/respectfully (e.g., ask questions, respond with civility/respect)
MG: 7	GD: 0	KY.7.SLO.SC.16 When listening, students will build on the ideas of others and contribute relevant information or ideas
MG: 8	GD: -1	KY.8.SLO.SC.14 When listening, students will interpret and evaluate the effectiveness of verbal and nonverbal delivery techniques, including visual cues

Cluster: Comprehension and Collaboration

CCSS: **CC.7.SL.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.**

Grade: 7 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: SPEAKING & LISTENING Notes:

MG: 7	GD: 0	KY.7.SLO.SC.16 When listening, students will build on the ideas of others and contribute relevant information or ideas
MG: 7	GD: 0	KY.7.SLO.SC.5 In informal speaking situations, students will give spoken instructions to perform specific tasks
MG: 7	GD: 0	KY.7.SLO.SC.7 In informal speaking situations, students will play a variety of roles in group discussions (e.g., discussion leader, facilitator, responder)

Cluster: Comprehension and Collaboration

CCSS: **CC.7.SL.1.b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.**

Grade: 7 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: SPEAKING & LISTENING Notes:

MG: 7	GD: 0	KY.7.SLO.EU.1 Students will understand that communication, both formal and informal is an interpretive process that integrates listening, observing, reading, writing and speaking with confidence. Different levels of discourse are appropriate for different contexts, occasions, purposes and audiences.
MG: 7	GD: 0	KY.7.SLO.SC.11 When listening, students will respond critically (e.g., analyze the style of a speech, including the speaker's choice of language to evoke a response, evaluate conclusions, credibility of information presented)
MG: 7	GD: 0	KY.7.SLO.SC.13 When listening, students will respond appropriately/respectfully (e.g., ask questions, respond with civility/respect)
MG: 7	GD: 0	KY.7.SLO.SC.7 In informal speaking situations, students will play a variety of roles in group discussions (e.g., discussion leader, facilitator, responder)

Cluster: Comprehension and Collaboration

CCSS: **CC.7.SL.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.**

Grade: 7 DM: 3 = Excellent match between the two documents

Strand: SPEAKING & LISTENING Notes:

MG: 7	GD: 0	KY.7.SLO.EU.1 Students will understand that communication, both formal and informal is an interpretive process that integrates listening, observing, reading, writing and speaking with confidence. Different levels of discourse are appropriate for different contexts, occasions, purposes and audiences.
MG: 7	GD: 0	KY.7.SLO.SC.13 When listening, students will respond appropriately/respectfully (e.g., ask questions, respond with civility/respect)
MG: 7	GD: 0	KY.7.SLO.SC.14 When listening, students will follow the organization of a presentation and recognize the speaker's use of transitions
MG: 7	GD: 0	KY.7.SLO.SC.16 When listening, students will build on the ideas of others and contribute relevant information or ideas
MG: 7	GD: 0	KY.7.SLO.SC.6 In informal speaking situations, students will ask and respond to questions as a way to enrich class discussions
MG: 8	GD: -1	KY.8.SLO.EU.2 Students will understand that regardless of the topic, the context or the intended audience, students need to be able to communicate ideas effectively. Effective communication involves verbal and nonverbal techniques to enhance or emphasize content. These techniques aid the listener's ability to interpret the information.

Cluster: Comprehension and Collaboration

CCSS: **CC.7.SL.1.d Acknowledge new information expressed by others and, when warranted, modify their own views.**

Grade: 7 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: SPEAKING & LISTENING Notes:

MG: 7	GD: 0	KY.7.SLO.SC.12 When listening, students will respond to information in a variety of ways by summarizing, taking useful notes, organizing, analyzing, or recording that which is meaningful and useful
MG: 7	GD: 0	KY.7.SLO.SC.13 When listening, students will respond appropriately/respectfully (e.g., ask questions, respond with civility/respect)
MG: 7	GD: 0	KY.7.SLO.SC.16 When listening, students will build on the ideas of others and contribute relevant information or ideas

Cluster: Comprehension and Collaboration

CCSS: **CC.7.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.**

Grade: 7 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: SPEAKING & LISTENING Notes:

MG: 6	GD: 1	KY.6.SLO.SC.10 When listening, students will identify the controlling idea of a speech and key ideas that support it
MG: 7	GD: 0	KY.7.SLO.SC.11 When listening, students will respond critically (e.g., analyze the style of a speech, including the speaker's choice of language to evoke a response, evaluate conclusions, credibility of information presented)
MG: 7	GD: 0	KY.7.SLO.SC.12 When listening, students will respond to information in a variety of ways by summarizing, taking useful notes, organizing, analyzing, or recording that which is meaningful and useful
MG: 7	GD: 0	KY.7.SLO.SC.15 When listening, students will interpret and evaluate the effectiveness of verbal and nonverbal delivery techniques, including visual cues)

MG: 7	GD: 0	KY.7.SLO.SC.18 When observing, students will use a variety of criteria (e.g., clarity, accuracy, effectiveness, bias, relevance of facts) to evaluate media
MG: 7	GD: 0	KY.7.SLO.SC.19 When observing, students will evaluate the role of media in focusing attention and in forming opinion
MG: 7	GD: 0	KY.7.SLO.SC.20 When observing, students will interpret use of a variety of techniques used in advertising
MG: 7	GD: 0	KY.7.SLO.SC.21 When observing, students will identify the effective use of visual and auditory cues (e.g., cutaway, close-up or long shot, voiceover, sound effects) to enhance the message or understand context

Cluster: Comprehension and Collaboration

CCSS: **CC.7.SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.**

Grade: 7 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: SPEAKING & LISTENING Notes:

MG: 7	GD: 0	KY.7.SLO.SC.10 When listening, students will identify the controlling idea of a speech and key ideas that support it
MG: 7	GD: 0	KY.7.SLO.SC.11 When listening, students will respond critically (e.g., analyze the style of a speech, including the speaker's choice of language to evoke a response, evaluate conclusions, credibility of information presented)
MG: 7	GD: 0	KY.7.SLO.SC.12 When listening, students will respond to information in a variety of ways by summarizing, taking useful notes, organizing, analyzing, or recording that which is meaningful and useful
MG: 7	GD: 0	KY.7.SLO.SC.14 When listening, students will follow the organization of a presentation and recognize the speaker's use of transitions

Cluster: Presentation of Knowledge and Ideas

CCSS: **CC.7.SL.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.**

Grade: 7 DM: 3 = Excellent match between the two documents

Strand: SPEAKING & LISTENING Notes:

MG: 7	GD: 0	KY.7.SLO.SC.1 In formal speaking situations, students will create oral presentations that: • are appropriate for the purpose (e.g., to inform, persuade, entertain), audience, context and occasion • support ideas with sound evidence and appropriate details • maintain a consistent focus • organize ideas in a coherent, meaningful way including an introduction, body, transitions and a conclusion that are appropriate to audience, context and purpose • choose language for its effect on the audience (e.g., strong nouns, active verbs, concrete and sensory details, and figurative language, use of rhetorical devices)
MG: 7	GD: 0	KY.7.SLO.SC.2 In formal speaking situations, students will apply delivery techniques: • both verbal (e.g., tone, volume, rate, articulation, inflection, pacing) and nonverbal (e.g., posture, gestures, facial expressions, eye contact) • avoid distracting delivery behaviors (e.g. excessive verbal pauses, fidgeting) • use language appropriate to audience; use specialized content vocabulary as needed • adhere to standard guidelines for grammar, usage, mechanics or use non-standard language for effect when appropriate (e.g., word plays, common figures of speech)

Cluster: Presentation of Knowledge and Ideas

CCSS: **CC.7.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 53 for specific expectations.)**

Grade: 7 DM: 3 = Excellent match between the two documents

Strand: SPEAKING & LISTENING Notes:

MG: 7	GD: 0	KY.7.SLO.SC.1 In formal speaking situations, students will create oral presentations that: • are appropriate for the purpose (e.g., to inform, persuade, entertain), audience, context and occasion • support ideas with sound evidence and appropriate details • maintain a consistent focus • organize ideas in a coherent, meaningful way including an introduction, body, transitions and a conclusion that are appropriate to audience, context and purpose • choose language for its effect on the audience (e.g., strong nouns, active verbs, concrete and sensory details, and figurative language, use of rhetorical devices)
MG: 7	GD: 0	KY.7.SLO.SC.1 In formal speaking situations, students will create oral presentations that: • are appropriate for the purpose (e.g., to inform, persuade, entertain), audience, context and occasion • support ideas with sound evidence and appropriate details • maintain a consistent focus • organize ideas in a coherent, meaningful way including an introduction, body, transitions and a conclusion that are appropriate to audience, context and purpose • choose language for its effect on the audience (e.g., strong nouns, active verbs, concrete and sensory details, and figurative language, use of rhetorical devices)
MG: 7	GD: 0	KY.7.SLO.SC.2 In formal speaking situations, students will apply delivery techniques: • both verbal (e.g., tone, volume, rate, articulation, inflection, pacing) and nonverbal (e.g., posture, gestures, facial expressions, eye contact) • avoid distracting delivery behaviors (e.g. excessive verbal pauses, fidgeting) • use language appropriate to audience; use specialized content vocabulary as needed • adhere to standard guidelines for grammar, usage, mechanics or use non-standard language for effect when appropriate (e.g., word plays, common figures of speech)
MG: 7	GD: 0	KY.7.SLO.SC.2 In formal speaking situations, students will apply delivery techniques: • both verbal (e.g., tone, volume, rate, articulation, inflection, pacing) and nonverbal (e.g., posture, gestures, facial expressions, eye contact) • avoid distracting delivery behaviors (e.g. excessive verbal pauses, fidgeting) • use language appropriate to audience; use specialized content vocabulary as needed • adhere to standard guidelines for grammar, usage, mechanics or use non-standard language for effect when appropriate (e.g., word plays, common figures of speech)
MG: 7	GD: 0	KY.7.SLO.SC.3 In formal speaking situations, students will use visual aids, media and tools of technology to support oral communication
MG: 7	GD: 0	KY.7.SLO.SC.5 In informal speaking situations, students will give spoken instructions to perform specific tasks

Cluster: Comprehension and Collaboration

CCSS: **CC.8.SL.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.**

Grade: 8 DM: 3 = Excellent match between the two documents

Strand: SPEAKING & LISTENING Notes:

MG: 8	GD: 0	KY.8.SLO.EU.1 Students will understand that communication, both formal and informal is an interpretive process that integrates listening, observing/viewing, reading, writing and speaking with confidence. Different levels of discourse are appropriate for different contexts, occasions, purposes and audiences.
MG: 8	GD: 0	KY.8.SLO.EU.2 Students will understand that regardless of the topic, the context or the intended audience, students need to be able to communicate ideas effectively. Effective communication involves verbal and nonverbal techniques to enhance or emphasize content. These techniques aid the listener's ability to interpret the information.
MG: 8	GD: 0	KY.8.SLO.SC.11 When listening, students will respond to information in a variety of ways by: summarizing, taking useful notes, organizing, analyzing, or recording that which is meaningful and useful
MG: 8	GD: 0	KY.8.SLO.SC.12 When listening, students will respond appropriately/respectfully (e.g., ask questions, respond with civility/respect)
MG: 8	GD: 0	KY.8.SLO.SC.14 When listening, students will interpret and evaluate the effectiveness of verbal and nonverbal delivery techniques, including visual cues
MG: 8	GD: 0	KY.8.SLO.SC.15 When listening, students will build on the ideas of others and contribute relevant information or ideas
MG: 8	GD: 0	KY.8.SLO.SC.6 In informal speaking situations, students will ask and respond to questions as a way to enrich class discussions

Cluster: Comprehension and Collaboration

CCSS: **CC.8.SL.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.**

Grade: 8 DM: 3 = Excellent match between the two documents

Strand: SPEAKING & LISTENING Notes:

MG: 8	GD: 0	KY.8.SLO.SC.15 When listening, students will build on the ideas of others and contribute relevant information or ideas
MG: 8	GD: 0	KY.8.SLO.SC.5 In informal speaking situations, students will give spoken instructions to perform specific tasks
MG: 8	GD: 0	KY.8.SLO.SC.7 In informal speaking situations, students will play a variety of roles in group discussions (e.g., discussion leader, facilitator, responder)

Cluster: Comprehension and Collaboration

CCSS: **CC.8.SL.1.b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.**

Grade: 8 DM: 3 = Excellent match between the two documents

Strand: SPEAKING & LISTENING Notes:

MG: 8	GD: 0	KY.8.SLO.EU.1 Students will understand that communication, both formal and informal is an interpretive process that integrates listening, observing/viewing, reading, writing and speaking with confidence. Different levels of discourse are appropriate for different contexts, occasions, purposes and audiences.

MG: 8	GD: 0	KY.8.SLO.SC.11 When listening, students will respond to information in a variety of ways by: summarizing, taking useful notes, organizing, analyzing, or recording that which is meaningful and useful
MG: 8	GD: 0	KY.8.SLO.SC.12 When listening, students will respond appropriately/respectfully (e.g., ask questions, respond with civility/respect)
MG: 8	GD: 0	KY.8.SLO.SC.7 In informal speaking situations, students will play a variety of roles in group discussions (e.g., discussion leader, facilitator, responder)

Cluster: Comprehension and Collaboration

CCSS: **CC.8.SL.1.c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.**

Grade: 8 DM: 3 = Excellent match between the two documents

Strand: SPEAKING & LISTENING Notes:

MG: 8	GD: 0	KY.8.SLO.EU.1 Students will understand that communication, both formal and informal is an interpretive process that integrates listening, observing/viewing, reading, writing and speaking with confidence. Different levels of discourse are appropriate for different contexts, occasions, purposes and audiences.
MG: 8	GD: 0	KY.8.SLO.EU.2 Students will understand that regardless of the topic, the context or the intended audience, students need to be able to communicate ideas effectively. Effective communication involves verbal and nonverbal techniques to enhance or emphasize content. These techniques aid the listener's ability to interpret the information.
MG: 8	GD: 0	KY.8.SLO.SC.12 When listening, students will respond appropriately/respectfully (e.g., ask questions, respond with civility/respect)
MG: 8	GD: 0	KY.8.SLO.SC.14 When listening, students will interpret and evaluate the effectiveness of verbal and nonverbal delivery techniques, including visual cues
MG: 8	GD: 0	KY.8.SLO.SC.15 When listening, students will build on the ideas of others and contribute relevant information or ideas
MG: 8	GD: 0	KY.8.SLO.SC.6 In informal speaking situations, students will ask and respond to questions as a way to enrich class discussions

Cluster: Comprehension and Collaboration

CCSS: **CC.8.SL.1.d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.**

Grade: 8 DM: 3 = Excellent match between the two documents

Strand: SPEAKING & LISTENING Notes:

MG: 8	GD: 0	KY.8.SLO.SC.11 When listening, students will respond to information in a variety of ways by: summarizing, taking useful notes, organizing, analyzing, or recording that which is meaningful and useful
MG: 8	GD: 0	KY.8.SLO.SC.12 When listening, students will respond appropriately/respectfully (e.g., ask questions, respond with civility/respect)
MG: 8	GD: 0	KY.8.SLO.SC.15 When listening, students will build on the ideas of others and contribute relevant information or ideas

Cluster: Comprehension and Collaboration

CCSS: **CC.8.SL.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.**

Grade: 8 DM: 3 = Excellent match between the two documents

Strand: SPEAKING & LISTENING Notes:

MG: 8	GD: 0	KY.8.SLO.SC.10 When listening, students will respond critically (e.g., analyze the style of a speech, including the speaker's choice of language to evoke a response, evaluate conclusions, credibility of information presented)
MG: 8	GD: 0	KY.8.SLO.SC.11 When listening, students will respond to information in a variety of ways by: summarizing, taking useful notes, organizing, analyzing, or recording that which is meaningful and useful
MG: 8	GD: 0	KY.8.SLO.SC.14 When listening, students will interpret and evaluate the effectiveness of verbal and nonverbal delivery techniques, including visual cues
MG: 8	GD: 0	KY.8.SLO.SC.17 When observing, students will use a variety of criteria (e.g., clarity, accuracy, effectiveness, bias, relevance of facts) to evaluate media
MG: 8	GD: 0	KY.8.SLO.SC.18 When observing, students will evaluate the role of media in focusing attention and in forming opinion
MG: 8	GD: 0	KY.8.SLO.SC.19 When observing, students will interpret a variety of techniques used in advertising
MG: 8	GD: 0	KY.8.SLO.SC.20 When observing, students will identify and analyze the effectiveness of visual and auditory cues (e.g., cutaway, close-up or long shot, voiceover, sound effects) to enhance the message or understand context
MG: 8	GD: 0	KY.8.SLO.SC.9 When listening, students will identify the controlling idea of a speech and key ideas that support it

Cluster: Comprehension and Collaboration

CCSS: **CC.8.SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.**

Grade: 8 DM: 3 = Excellent match between the two documents

Strand: SPEAKING & LISTENING Notes:

MG: 8	GD: 0	KY.8.SLO.SC.10 When listening, students will respond critically (e.g., analyze the style of a speech, including the speaker's choice of language to evoke a response, evaluate conclusions, credibility of information presented)
MG: 8	GD: 0	KY.8.SLO.SC.11 When listening, students will respond to information in a variety of ways by: summarizing, taking useful notes, organizing, analyzing, or recording that which is meaningful and useful
MG: 8	GD: 0	KY.8.SLO.SC.13 When listening, students will follow the organization of a presentation and recognize the speaker's use of transitions
MG: 8	GD: 0	KY.8.SLO.SC.9 When listening, students will identify the controlling idea of a speech and key ideas that support it

Cluster: Presentation of Knowledge and Ideas

CCSS: **CC.8.SL.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.**

Grade: 8 DM: 3 = Excellent match between the two documents

Strand: SPEAKING & LISTENING Notes:

MG: 8	GD: 0	KY.8.SLO.SC.1 In formal speaking situations, students will create oral presentations that: • are appropriate for the purpose (e.g., to inform, persuade, entertain), audience, context and occasion • support judgment with sound evidence and appropriate details • maintain a consistent focus • organize ideas in a coherent, meaningful way including an introduction, body, transitions and a conclusion appropriate to audience, context and purpose • choose language for its effect on the audience (e.g., strong nouns, active verbs, concrete and sensory details, and figurative language, use of rhetorical devices)
MG: 8	GD: 0	KY.8.SLO.SC.2 In formal speaking situations, students will apply delivery techniques: • both verbal (e.g., tone, volume, rate, articulation, inflection, pacing) and nonverbal (e.g., posture, gestures, facial expressions, eye contact) • avoid distracting delivery behaviors (e.g. excessive verbal pauses, fidgeting) • use language appropriate to audience; use specialized content vocabulary as needed • adhere to standard guidelines for grammar, usage, mechanics, or use non-standard language for effect when appropriate (e.g., word plays, common figures of speech)

Cluster: Presentation of Knowledge and Ideas

CCSS: **CC.8.SL.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.**

Grade: 8 DM: 3 = Excellent match between the two documents

Strand: SPEAKING & LISTENING Notes:

MG: 8	GD: 0	KY.8.SLO.SC.3 In formal speaking situations, students will use visual aids, media and tools of technology to support oral communication

Cluster: Presentation of Knowledge and Ideas

CCSS: **CC.8.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 53 for specific expectations.)**

Grade: 8 DM: 3 = Excellent match between the two documents

Strand: SPEAKING & LISTENING Notes:

MG: 8	GD: 0	KY.8.SLO.EU.1 Students will understand that communication, both formal and informal is an interpretive process that integrates listening, observing/viewing, reading, writing and speaking with confidence. Different levels of discourse are appropriate for different contexts, occasions, purposes and audiences.
MG: 8	GD: 0	KY.8.SLO.SC.1 In formal speaking situations, students will create oral presentations that: • are appropriate for the purpose (e.g., to inform, persuade, entertain), audience, context and occasion • support judgment with sound evidence and appropriate details • maintain a consistent focus • organize ideas in a coherent, meaningful way including an introduction, body, transitions and a conclusion appropriate to audience, context and purpose • choose language for its effect on the audience (e.g., strong nouns, active verbs, concrete and sensory details, and figurative language, use of rhetorical devices)

MG: 8	GD: 0	KY.8.SLO.SC.2 In formal speaking situations, students will apply delivery techniques: • both verbal (e.g., tone, volume, rate, articulation, inflection, pacing) and nonverbal (e.g., posture, gestures, facial expressions, eye contact) • avoid distracting delivery behaviors (e.g. excessive verbal pauses, fidgeting) • use language appropriate to audience; use specialized content vocabulary as needed • adhere to standard guidelines for grammar, usage, mechanics, or use non-standard language for effect when appropriate (e.g., word plays, common figures of speech)
MG: 8	GD: 0	KY.8.SLO.SC.3 In formal speaking situations, students will use visual aids, media and tools of technology to support oral communication
MG: 8	GD: 0	KY.8.SLO.SC.5 In informal speaking situations, students will give spoken instructions to perform specific tasks
MG: 8	GD: 0	KY.8.SLO.SC.6 In informal speaking situations, students will ask and respond to questions as a way to enrich class discussions
MG: 8	GD: 0	KY.8.SLO.SC.7 In informal speaking situations, students will play a variety of roles in group discussions (e.g., discussion leader, facilitator, responder)

Cluster: Comprehension and Collaboration

CCSS: **CC.9-10.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

Grade: 9-10 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: SPEAKING & LISTENING Notes:

MG: 9-10	GD: 0	KY.9-10.SLO.SC.6 In informal speaking situations, students will ask and respond to questions as a way to enrich class discussions
MG: 9-12	GD: 0 to -2	KY.9-12.I.EU.4 Students will understand that collaboration involves sharing new ideas with others. Shared knowledge is a community-building process, and the meaning of research/investigation takes on greater relevance in the context of the learner's society. Comparing notes, discussing conclusions, and sharing experiences are all examples of this process in action.

Cluster: Comprehension and Collaboration

CCSS: **CC.9-10.SL.1.a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.**

Grade: 9-10 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: SPEAKING & LISTENING Notes:

MG: 9-12	GD: 0 to -2	KY.9-12.I.EU.4 Students will understand that collaboration involves sharing new ideas with others. Shared knowledge is a community-building process, and the meaning of research/investigation takes on greater relevance in the context of the learner's society. Comparing notes, discussing conclusions, and sharing experiences are all examples of this process in action.

Cluster: Comprehension and Collaboration

CCSS: **CC.9-10.SL.1.b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.**

Grade: 9-10 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: SPEAKING & LISTENING Notes:

MG: 9-12	GD: 0 to -2	KY.9-12.I.EU.4 Students will understand that collaboration involves sharing new ideas with others. Shared knowledge is a community-building process, and the meaning of research/investigation takes on greater relevance in the context of the learner's society. Comparing notes, discussing conclusions, and sharing experiences are all examples of this process in action.

Cluster: Comprehension and Collaboration

CCSS: **CC.9-10.SL.1.c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.**

Grade: 9-10 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: SPEAKING & LISTENING Notes:

MG: 9-10	GD: 0	KY.9-10.SLO.SC.6 In informal speaking situations, students will ask and respond to questions as a way to enrich class discussions
MG: 9-10	GD: 0	KY.9-10.SLO.SC.7 In informal speaking situations, students will play a variety of roles in group discussions (e.g., discussion leader, facilitator, responder)

MG: 9-12 GD: 0 to -2 KY.9-12.SLO.EU.1 Students will understand that communication, both formal and informal, is an interpretative process that integrates listening, observing, reading, writing and speaking with confidence. Different levels of discourse are appropriate for different contexts, occasions, purposes and audiences.

Cluster: Comprehension and Collaboration

CCSS: **CC.9-10.SL.1.d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.**

Grade: 9-10 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: SPEAKING & LISTENING Notes:

MG: 9-10 GD: 0 KY.9-10.SLO.SC.10 When listening, students will respond critically (e.g., analyze the style of a speech, including the speaker's choice of language to evoke a response, evaluate conclusions, credibility of information presented)

MG: 9-10 GD: 0 KY.9-10.SLO.SC.11 When listening, students will respond to information in a variety of ways by: respond to information in a variety of ways: summarizing, taking useful notes, organizing, analyzing or recording that which is meaningful and useful

MG: 9-10 GD: 0 KY.9-10.SLO.SC.15 When listening, students will build on the ideas of others and contribute relevant information or ideas

MG: 9-10 GD: 0 KY.9-10.SLO.SC.6 In informal speaking situations, students will ask and respond to questions as a way to enrich class discussions

Cluster: Comprehension and Collaboration

CCSS: **CC.9-10.SL.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.**

Grade: 9-10 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: SPEAKING & LISTENING Notes:

MG: 9-10 GD: 0 KY.9-10.SLO.SC.3 In formal speaking situations, students will use visual aids, media and tools of technology to support oral communication

MG: 9-10 GD: 0 KY.9-10.W.P.SC.3 Students will draft: • determine how, when and whether to use visuals (e.g., illustrations, charts, diagrams, photographs) or technologies (e.g., digital images, video) in lieu of or in addition to written communication • logically introduce and incorporate quotes

Cluster: Comprehension and Collaboration

CCSS: **CC.9-10.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.**

Grade: 9-10 DM: 3 = Excellent match between the two documents

Strand: SPEAKING & LISTENING Notes:

MG: 9-10 GD: 0 KY.9-10.SLO.SC.10 When listening, students will respond critically (e.g., analyze the style of a speech, including the speaker's choice of language to evoke a response, evaluate conclusions, credibility of information presented)

MG: 9-10 GD: 0 KY.9-10.SLO.SC.9 When listening, students will identify the thesis/controlling idea of a speech and key ideas that support it

Cluster: Presentation of Knowledge and Ideas

CCSS: **CC.9-10.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.**

Grade: 9-10 DM: 3 = Excellent match between the two documents

Strand: SPEAKING & LISTENING Notes:

MG: 9-10	GD: 0	KY.9-10.SLO.SC.1 In formal speaking situations, students will create oral presentations that: • are appropriate for the purpose (e.g., to inform, persuade, entertain), audience, context and occasion • support judgment with sound evidence and appropriate details • maintain a consistent focus • exhibit a logical structure appropriate to audience, context and purpose • organize ideas in a coherent, meaningful way, including an introduction, transitions and a conclusion • make skillful use of rhetorical devices

Cluster: Presentation of Knowledge and Ideas

CCSS: **CC.9-10.SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.**

Grade: 9-10 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: SPEAKING & LISTENING Notes:

MG: 9-10	GD: 0	KY.9-10.SLO.SC.2 In formal speaking situations, students will apply delivery techniques: • both verbal (e.g., tone, volume, rate, articulation, inflection, pacing) and nonverbal (e.g., gestures, facial expressions, eye contact) • avoid distracting delivery behaviors (e.g. excessive verbal pauses, fidgeting) • use language appropriate to audience; use specialized content vocabulary as needed • adhere to standard guidelines for grammar, usage, mechanics, or use non-standard language for effect when appropriate (e.g., word plays, common figures of speech) • choose language for its effect on the audience (e.g., strong nouns, active verbs, concrete and sensory details, figurative language)
MG: 9-10	GD: 0	KY.9-10.SLO.SC.3 In formal speaking situations, students will use visual aids, media and tools of technology to support oral communication
MG: 9-12	GD: 0 to -2	KY.9-12.SLO.EU.2 Students will understand that regardless of the topic, the context or the intended audience, students need to be able to communicate ideas effectively. Effective communication involves verbal and nonverbal techniques to enhance or emphasize content. These techniques aid the listener's ability to interpret the information.

Cluster: Presentation of Knowledge and Ideas

CCSS: **CC.9-10.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on pages 54 for specific expectations.)**

Grade: 9-10 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: SPEAKING & LISTENING Notes:

MG: 9-10	GD: 0	KY.9-10.SLO.SC.2 In formal speaking situations, students will apply delivery techniques: • both verbal (e.g., tone, volume, rate, articulation, inflection, pacing) and nonverbal (e.g., gestures, facial expressions, eye contact) • avoid distracting delivery behaviors (e.g. excessive verbal pauses, fidgeting) • use language appropriate to audience; use specialized content vocabulary as needed • adhere to standard guidelines for grammar, usage, mechanics, or use non-standard language for effect when appropriate (e.g., word plays, common figures of speech) • choose language for its effect on the audience (e.g., strong nouns, active verbs, concrete and sensory details, figurative language)
MG: 9-10	GD: 0	KY.9-10.SLO.SC.20 When observing, students will analyze the effectiveness of visual and auditory cues (e.g., cutaway, crawler, voiceover, sound effects) to enhance the message or understand context
MG: 9-10	GD: 0	KY.9-10.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement, pronoun/antecedent agreement); mechanics (e.g., use of commas, semicolons); and usage (e.g., farther/further, fewer/less, amount/number)

MG: 9-12	GD: 0 to -2	KY.9-12.SLO.EU.1 Students will understand that communication, both formal and informal, is an interpretative process that integrates listening, observing, reading, writing and speaking with confidence. Different levels of discourse are appropriate for different contexts, occasions, purposes and audiences.
MG: 9-12	GD: 0 to -2	KY.9-12.SLO.EU.2 Students will understand that regardless of the topic, the context or the intended audience, students need to be able to communicate ideas effectively. Effective communication involves verbal and nonverbal techniques to enhance or emphasize content. These techniques aid the listener's ability to interpret the information.

Cluster: Comprehension and Collaboration

CCSS: **CC.11-12.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

Grade: 11-12 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: SPEAKING & LISTENING Notes:

MG: 11-12	GD: 0	KY.11-12.SLO.SC.6 In informal speaking situations, students will ask and respond to questions as a way to enrich class discussions
MG: 9-12	GD: 2	KY.9-12.I.EU.4 Students will understand that collaboration involves sharing new ideas with others. Shared knowledge is a community-building process, and the meaning of research/investigation takes on greater relevance in the context of the learner's society. Comparing notes, discussing conclusions, and sharing experiences are all examples of this process in action.

Cluster: Comprehension and Collaboration

CCSS: **CC.11-12.SL.1.a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.**

Grade: 11-12 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: SPEAKING & LISTENING Notes:

MG: 9-12	GD: 2	KY.9-12.I.EU.4 Students will understand that collaboration involves sharing new ideas with others. Shared knowledge is a community-building process, and the meaning of research/investigation takes on greater relevance in the context of the learner's society. Comparing notes, discussing conclusions, and sharing experiences are all examples of this process in action.

Cluster: Comprehension and Collaboration

CCSS: **CC.11-12.SL.1.b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.**

Grade: 11-12 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: SPEAKING & LISTENING Notes:

MG: 9-12	GD: 2	KY.9-12.I.EU.4 Students will understand that collaboration involves sharing new ideas with others. Shared knowledge is a community-building process, and the meaning of research/investigation takes on greater relevance in the context of the learner's society. Comparing notes, discussing conclusions, and sharing experiences are all examples of this process in action.

Cluster: Comprehension and Collaboration

CCSS: **CC.11-12.SL.1.c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.**

Grade: 11-12 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: SPEAKING & LISTENING Notes:

MG: 9-10	GD: 2	KY.9-10.SLO.SC.6 In informal speaking situations, students will ask and respond to questions as a way to enrich class discussions
MG: 9-10	GD: 2	KY.9-10.SLO.SC.7 In informal speaking situations, students will play a variety of roles in group discussions (e.g., discussion leader, facilitator, responder)

MG: 9-12 GD: 2 KY.9-12.SLO.EU.1 Students will understand that communication, both formal and informal, is an interpretative process that integrates listening, observing, reading, writing and speaking with confidence. Different levels of discourse are appropriate for different contexts, occasions, purposes and audiences.

Cluster: Comprehension and Collaboration

CCSS: **CC.11-12.SL.1.d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.**

Grade: 11-12 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: SPEAKING & LISTENING Notes:

MG: 11-12 GD: 0 KY.11-12.SLO.SC.10 When listening, students will respond critically (e.g., analyze the style of a speech, including the speaker's choice of language to evoke a response, evaluate conclusions, credibility of information presented)

MG: 11-12 GD: 0 KY.11-12.SLO.SC.11 When listening, students will respond to information in a variety of ways by: respond to information in a variety of ways: summarizing, taking useful notes, organizing, analyzing or recording that which is meaningful and useful

MG: 11-12 GD: 0 KY.11-12.SLO.SC.15 When listening, students will build on the ideas of others and contribute relevant information or ideas

MG: 11-12 GD: 0 KY.11-12.SLO.SC.6 In informal speaking situations, students will ask and respond to questions as a way to enrich class discussions

Cluster: Comprehension and Collaboration

CCSS: **CC.11-12.SL.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.**

Grade: 11-12 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: SPEAKING & LISTENING Notes:

MG: 11-12 GD: 0 KY.11-12.SLO.SC.3 In formal speaking situations, students will use visual aids, media and tools of technology to support oral communication

MG: 11-12 GD: 0 KY.11-12.W.P.SC.3 Students will draft: • determine how, when and whether to use visuals (e.g., illustrations, charts, diagrams, photographs) or technologies (e.g., digital images, video) in lieu of or in addition to written communication • logically introduce and incorporate quotes

Cluster: Comprehension and Collaboration

CCSS: **CC.11-12.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.**

Grade: 11-12 DM: 3 = Excellent match between the two documents

Strand: SPEAKING & LISTENING Notes:

MG: 11-12 GD: 0 KY.11-12.SLO.SC.10 When listening, students will respond critically (e.g., analyze the style of a speech, including the speaker's choice of language to evoke a response, evaluate conclusions, credibility of information presented)

MG: 11-12 GD: 0 KY.11-12.SLO.SC.9 When listening, students will identify the thesis/controlling idea of a speech and key ideas that support it

Cluster: Presentation of Knowledge and Ideas

CCSS: **CC.11-12.SL.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.**

Grade: 11-12 DM: 3 = Excellent match between the two documents

Strand: SPEAKING & LISTENING Notes:

MG: 9-10 GD: 2 KY.9-10.SLO.SC.1 In formal speaking situations, students will create oral presentations that: • are appropriate for the purpose (e.g., to inform, persuade, entertain), audience, context and occasion • support judgment with sound evidence and appropriate details • maintain a consistent focus • exhibit a logical structure appropriate to audience, context and purpose • organize ideas in a coherent, meaningful way, including an introduction, transitions and a conclusion • make skillful use of rhetorical devices

Cluster: Presentation of Knowledge and Ideas

CCSS: **CC.11-12.SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.**

Grade: 11-12 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: SPEAKING & LISTENING Notes:

MG: 11-12 GD: 0 KY.11-12.SLO.SC.2 In formal speaking situations, students will apply delivery techniques: • both verbal (e.g., tone, volume, rate, articulation, inflection, pacing) and nonverbal (e.g., gestures, facial expressions and eye contact) • avoid distracting delivery behaviors (e.g. excessive verbal pauses, fidgeting) • use language appropriate to audience; use specialized content vocabulary as needed • adhere to standard guidelines for grammar, usage, mechanics or use non-standard language for effect when appropriate (e.g., word plays, common figures of speech) • choose language for its effect on the audience (e.g., strong nouns, active verbs, concrete and sensory details, figurative language)

MG: 11-12 GD: 0 KY.11-12.SLO.SC.3 In formal speaking situations, students will use visual aids, media and tools of technology to support oral communication

MG: 9-12 GD: 2 KY.9-12.SLO.EU.2 Students will understand that regardless of the topic, the context or the intended audience, students need to be able to communicate ideas effectively. Effective communication involves verbal and nonverbal techniques to enhance or emphasize content. These techniques aid the listener's ability to interpret the information.

Cluster: Presentation of Knowledge and Ideas

CCSS: **CC.11-12.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.)**

Grade: 11-12 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: SPEAKING & LISTENING Notes:

MG: 11-12 GD: 0 KY.11-12.SLO.SC.2 In formal speaking situations, students will apply delivery techniques: • both verbal (e.g., tone, volume, rate, articulation, inflection, pacing) and nonverbal (e.g., gestures, facial expressions and eye contact) • avoid distracting delivery behaviors (e.g. excessive verbal pauses, fidgeting) • use language appropriate to audience; use specialized content vocabulary as needed • adhere to standard guidelines for grammar, usage, mechanics or use non-standard language for effect when appropriate (e.g., word plays, common figures of speech) • choose language for its effect on the audience (e.g., strong nouns, active verbs, concrete and sensory details, figurative language)

MG: 11-12 GD: 0 KY.11-12.SLO.SC.20 When observing, students will analyze the effectiveness of visual and auditory cues (e.g., cutaway, crawler, voiceover, sound effects) to enhance the message or understand context

MG: 11-12	GD: 0	KY.11-12.W.WC.SC.3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/verb agreement, pronoun/antecedent agreement, phrases, clauses); mechanics (e.g., use of commas, semicolons, colons); and usage (e.g., avoiding misplaced modifiers and shifts in tense, number, and person)
MG: 9-12	GD: 2	KY.9-12.SLO.EU.1 Students will understand that communication, both formal and informal, is an interpretative process that integrates listening, observing, reading, writing and speaking with confidence. Different levels of discourse are appropriate for different contexts, occasions, purposes and audiences.
MG: 9-12	GD: 2	KY.9-12.SLO.EU.2 Students will understand that regardless of the topic, the context or the intended audience, students need to be able to communicate ideas effectively. Effective communication involves verbal and nonverbal techniques to enhance or emphasize content. These techniques aid the listener's ability to interpret the information.

Cluster: Text Types and Purposes

CCSS: **CC.K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).**

Grade: K DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: K-3	GD: 0 to -3	KY.K-3.W.C.EU.1 Students will understand that there are many reasons for all primary students to write, including writing-to-learn, writing-to demonstrate learning, and writing for authentic purposes and audiences.
MG: K-3	GD: 0 to -3	KY.K-3.W.C.EU.2 Students will understand that different forms of writing are appropriate for different purposes and audiences across the content areas and have different features (e.g., journals, narratives, procedures).
MG: K-3	GD: 0 to -3	KY.K-3.W.C.EU.4 Students will understand that writing can be used to make meaning of one's own experience, as well as of other information/ideas.
MG: K-3	GD: 0 to -3	KY.K-3.W.C.SC.3 Students will write for a variety of authentic purposes and audiences: • communicate about personal experiences • communicate through authentic literary forms to make meaning about the human condition • communicate through authentic transactive purposes for writing (e.g. informing, describing, explaining) • communicate reflectively • recognize and address needs of intended audience • adjust the writing style (formal, informal) for intended audience
MG: K-3	GD: 0 to -3	KY.K-3.W.C.SC.4 Students will communicate purpose, focus, and controlling ideas authentic to the writer
MG: K-3	GD: 0 to -3	KY.K-3.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing (e.g., beginning with meaningful drawings, symbols and letters, and moving to use of appropriate written language-words/labels, phrases, sentences, paragraphs and whole texts)
MG: K-3	GD: 0 to -3	KY.K-3.W.P.SC.1 Students will focus: establish and maintain a controlling idea on a selected topic

Cluster: Text Types and Purposes

CCSS: **CC.K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.**

Grade: K DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: K-3	GD: 0 to -3	KY.K-3.W.C.EU.1 Students will understand that there are many reasons for all primary students to write, including writing-to-learn, writing-to demonstrate learning, and writing for authentic purposes and audiences.
MG: K-3	GD: 0 to -3	KY.K-3.W.C.EU.2 Students will understand that different forms of writing are appropriate for different purposes and audiences across the content areas and have different features (e.g., journals, narratives, procedures).
MG: K-3	GD: 0 to -3	KY.K-3.W.C.EU.3 Students will understand that to be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.
MG: K-3	GD: 0 to -3	KY.K-3.W.C.SC.3 Students will write for a variety of authentic purposes and audiences: • communicate about personal experiences • communicate through authentic literary forms to make meaning about the human condition • communicate through authentic transactive purposes for writing (e.g. informing, describing, explaining) • communicate reflectively • recognize and address needs of intended audience • adjust the writing style (formal, informal) for intended audience
MG: K-3	GD: 0 to -3	KY.K-3.W.C.SC.4 Students will communicate purpose, focus, and controlling ideas authentic to the writer

MG: K-3	GD: 0 to -3	KY.K-3.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing (e.g., beginning with meaningful drawings, symbols and letters, and moving to use of appropriate written language-words/labels, phrases, sentences, paragraphs and whole texts)
MG: K-3	GD: 0 to -3	KY.K-3.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from reading or other learning), explaining reflections or related connections (e.g., identifying relationships and own experiences, offering support for conclusions, organizing prior knowledge about a topic)
MG: K-3	GD: 0 to -3	KY.K-3.W.C.SC.7 Students will communicate understanding of ideas or events
MG: K-3	GD: 0 to -3	KY.K-3.W.C.SC.8 Students will provide sufficient details for clear understanding
MG: K-3	GD: 0 to -3	KY.K-3.W.P.SC.1 Students will focus: establish and maintain a controlling idea on a selected topic

Cluster: Text Types and Purposes

CCSS: **CC.K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.**

Grade: K DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: K-3	GD: 0 to -3	KY.K-3.W.C.EU.2 Students will understand that different forms of writing are appropriate for different purposes and audiences across the content areas and have different features (e.g., journals, narratives, procedures).
MG: K-3	GD: 0 to -3	KY.K-3.W.C.EU.3 Students will understand that to be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.
MG: K-3	GD: 0 to -3	KY.K-3.W.C.SC.3 Students will write for a variety of authentic purposes and audiences: • communicate about personal experiences • communicate through authentic literary forms to make meaning about the human condition • communicate through authentic transactive purposes for writing (e.g. informing, describing, explaining) • communicate reflectively • recognize and address needs of intended audience • adjust the writing style (formal, informal) for intended audience
MG: K-3	GD: 0 to -3	KY.K-3.W.C.SC.4 Students will communicate purpose, focus, and controlling ideas authentic to the writer
MG: K-3	GD: 0 to -3	KY.K-3.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing (e.g., beginning with meaningful drawings, symbols and letters, and moving to use of appropriate written language-words/labels, phrases, sentences, paragraphs and whole texts)
MG: K-3	GD: 0 to -3	KY.K-3.W.C.SC.7 Students will communicate understanding of ideas or events
MG: K-3	GD: 0 to -3	KY.K-3.W.P.SC.1 Students will focus: establish and maintain a controlling idea on a selected topic
MG: K-3	GD: 0 to -3	KY.K-3.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional words/phrases and conclusions all help make meaning clear for the reader.
MG: K-3	GD: 0 to -3	KY.K-3.W.S.SC.3 Students will establish a context for the reader and a controlling idea in the introduction; arrange ideas in meaningful order; and have an effective conclusion

Cluster: Production and Distribution of Writing

CCSS: **CC.K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.**

Grade: K DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: K-3	GD: 0 to -3	KY.K-3.W.C.EU.3 Students will understand that to be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.

MG: K-3	GD: 0 to -3	KY.K-3.W.C.SC.8 Students will provide sufficient details for clear understanding
MG: K-3	GD: 0 to -3	KY.K-3.W.P.SC.4 Students will revise: • reflect on own writing • confer with peers and other writing conferencing partners to critically analyze one's own work and the work of others • confer to determine where to add, delete, rearrange, define/redefine or elaborate content so that writing is clear for intended audience, then make revisions • make sure paragraphs are supported appropriately with relevant details and that sentences are in sequential order; develop introductions and conclusions

Cluster: Production and Distribution of Writing

CCSS: **CC.K.W.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.**

Grade: K — DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: WRITING — Notes: The CCSS addresses publishing writing pieces but does not specifically mention using guidance and support from adults and digital tools.

MG: K-3	GD: 0 to -3	KY.K-3.W.P.SC.3 Students will draft: • determine how, when and whether to use visuals (e.g., illustrations, diagrams) in addition to written text • logically incorporate information
MG: K-3	GD: 0 to -3	KY.K-3.W.P.SC.6 Students will publish: • produce products for intended audience • present final work in a neat, legible form and share with intended audience

Cluster: Research to Build and Present Knowledge

CCSS: **CC.K.W.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).**

Grade: K — DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: WRITING — Notes: The state standard addresses writing to demonstrate learning which is referenced as presenting knowledge in the CCSS.

MG: K-3	GD: 0 to -3	KY.K-3.I.EU.3 inquiry integrates elements and processes of reading, writing, research, creative and critical thinking, and logic, and involves communicating findings through a product.
MG: K-3	GD: 0 to -3	KY.K-3.W.C.EU.1 Students will understand that there are many reasons for all primary students to write, including writing-to-learn, writing-to demonstrate learning, and writing for authentic purposes and audiences.
MG: K-3	GD: 0 to -3	KY.K-3.W.P.SC.2 Students will prewrite: • determine the most appropriate form to meet needs of purpose and audience • generate ideas to support and develop controlling idea (e.g., webbing, free writes, researching print and non-print sources, interviewing, observing, imagining and creating novel ideas) • organize and present ideas by taking notes and summarizing

Cluster: Research to Build and Present Knowledge

CCSS: **CC.K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.**

Grade: K — DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING — Notes: The CCSS states the use of adults for guidance and support and that is not evident in the state standards.

MG: K-3	GD: 0 to -3	KY.K-3.W.C.EU.4 Students will understand that writing can be used to make meaning of one's own experience, as well as of other information/ideas.
MG: K-3	GD: 0 to -3	KY.K-3.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from reading or other learning), explaining reflections or related connections (e.g., identifying relationships and own experiences, offering support for conclusions, organizing prior knowledge about a topic)

Cluster: Text Types and Purposes

CCSS: **CC.1.W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.**

Grade: 1 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: K-3	GD: 1 to -2	KY.K-3.W.C.EU.1 Students will understand that there are many reasons for all primary students to write, including writing-to-learn, writing-to demonstrate learning, and writing for authentic purposes and audiences.
MG: K-3	GD: 1 to -2	KY.K-3.W.C.EU.2 Students will understand that different forms of writing are appropriate for different purposes and audiences across the content areas and have different features (e.g., journals, narratives, procedures).
MG: K-3	GD: 1 to -2	KY.K-3.W.C.EU.3 Students will understand that to be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.
MG: K-3	GD: 1 to -2	KY.K-3.W.C.EU.4 Students will understand that writing can be used to make meaning of one's own experience, as well as of other information/ideas.
MG: K-3	GD: 1 to -2	KY.K-3.W.C.SC.3 Students will write for a variety of authentic purposes and audiences: • communicate about personal experiences • communicate through authentic literary forms to make meaning about the human condition • communicate through authentic transactive purposes for writing (e.g. informing, describing, explaining) • communicate reflectively • recognize and address needs of intended audience • adjust the writing style (formal, informal) for intended audience
MG: K-3	GD: 1 to -2	KY.K-3.W.C.SC.4 Students will communicate purpose, focus, and controlling ideas authentic to the writer
MG: K-3	GD: 1 to -2	KY.K-3.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing (e.g., beginning with meaningful drawings, symbols and letters, and moving to use of appropriate written language-words/labels, phrases, sentences, paragraphs and whole texts)
MG: K-3	GD: 1 to -2	KY.K-3.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from reading or other learning), explaining reflections or related connections (e.g., identifying relationships and own experiences, offering support for conclusions, organizing prior knowledge about a topic)
MG: K-3	GD: 1 to -2	KY.K-3.W.C.SC.8 Students will provide sufficient details for clear understanding
MG: K-3	GD: 1 to -2	KY.K-3.W.P.SC.1 Students will focus: establish and maintain a controlling idea on a selected topic
MG: K-3	GD: 1 to -2	KY.K-3.W.S.SC.3 Students will establish a context for the reader and a controlling idea in the introduction; arrange ideas in meaningful order; and have an effective conclusion

Cluster: Text Types and Purposes

CCSS: **CC.1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.**

Grade: 1 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: K-3	GD: 1 to -2	KY.K-3.W.C.EU.1 Students will understand that there are many reasons for all primary students to write, including writing-to-learn, writing-to demonstrate learning, and writing for authentic purposes and audiences.
MG: K-3	GD: 1 to -2	KY.K-3.W.C.EU.2 Students will understand that different forms of writing are appropriate for different purposes and audiences across the content areas and have different features (e.g., journals, narratives, procedures).

MG: K-3	GD: 1 to -2	KY.K-3.W.C.EU.3 Students will understand that to be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.
MG: K-3	GD: 1 to -2	KY.K-3.W.C.EU.4 Students will understand that writing can be used to make meaning of one's own experience, as well as of other information/ideas.
MG: K-3	GD: 1 to -2	KY.K-3.W.C.SC.3 Students will write for a variety of authentic purposes and audiences: • communicate about personal experiences • communicate through authentic literary forms to make meaning about the human condition • communicate through authentic transactive purposes for writing (e.g. informing, describing, explaining) • communicate reflectively • recognize and address needs of intended audience • adjust the writing style (formal, informal) for intended audience
MG: K-3	GD: 1 to -2	KY.K-3.W.C.SC.4 Students will communicate purpose, focus, and controlling ideas authentic to the writer
MG: K-3	GD: 1 to -2	KY.K-3.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing (e.g., beginning with meaningful drawings, symbols and letters, and moving to use of appropriate written language-words/labels, phrases, sentences, paragraphs and whole texts)
MG: K-3	GD: 1 to -2	KY.K-3.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from reading or other learning), explaining reflections or related connections (e.g., identifying relationships and own experiences, offering support for conclusions, organizing prior knowledge about a topic)
MG: K-3	GD: 1 to -2	KY.K-3.W.C.SC.8 Students will provide sufficient details for clear understanding
MG: K-3	GD: 1 to -2	KY.K-3.W.P.SC.1 Students will focus: establish and maintain a controlling idea on a selected topic
MG: K-3	GD: 1 to -2	KY.K-3.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional words/phrases and conclusions all help make meaning clear for the reader.
MG: K-3	GD: 1 to -2	KY.K-3.W.S.SC.3 Students will establish a context for the reader and a controlling idea in the introduction; arrange ideas in meaningful order; and have an effective conclusion

Cluster: Text Types and Purposes

CCSS: **CC.1.W.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.**

Grade: 1 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: K-3	GD: 1 to -2	KY.K-3.W.C.EU.2 Students will understand that different forms of writing are appropriate for different purposes and audiences across the content areas and have different features (e.g., journals, narratives, procedures).
MG: K-3	GD: 1 to -2	KY.K-3.W.C.EU.3 Students will understand that to be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.
MG: K-3	GD: 1 to -2	KY.K-3.W.C.SC.3 Students will write for a variety of authentic purposes and audiences: • communicate about personal experiences • communicate through authentic literary forms to make meaning about the human condition • communicate through authentic transactive purposes for writing (e.g. informing, describing, explaining) • communicate reflectively • recognize and address needs of intended audience • adjust the writing style (formal, informal) for intended audience
MG: K-3	GD: 1 to -2	KY.K-3.W.C.SC.4 Students will communicate purpose, focus, and controlling ideas authentic to the writer
MG: K-3	GD: 1 to -2	KY.K-3.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing (e.g., beginning with meaningful drawings, symbols and letters, and moving to use of appropriate written language-words/labels, phrases, sentences, paragraphs and whole texts)
MG: K-3	GD: 1 to -2	KY.K-3.W.C.SC.7 Students will communicate understanding of ideas or events

MG: K-3	GD: 1 to -2	KY.K-3.W.C.SC.8 Students will provide sufficient details for clear understanding
MG: K-3	GD: 1 to -2	KY.K-3.W.P.SC.1 Students will focus: establish and maintain a controlling idea on a selected topic
MG: K-3	GD: 1 to -2	KY.K-3.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional words/phrases and conclusions all help make meaning clear for the reader.
MG: K-3	GD: 1 to -2	KY.K-3.W.S.SC.2 Students will develop analytical structures appropriate to purpose (e.g., sequence, problem/solution, description, question/answer)
MG: K-3	GD: 1 to -2	KY.K-3.W.S.SC.3 Students will establish a context for the reader and a controlling idea in the introduction; arrange ideas in meaningful order; and have an effective conclusion

Cluster: Production and Distribution of Writing

CCSS: **CC.1.W.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.**

Grade: 1 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: K-3	GD: 1 to -2	KY.K-3.W.C.EU.3 Students will understand that to be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.
MG: K-3	GD: 1 to -2	KY.K-3.W.C.SC.8 Students will provide sufficient details for clear understanding
MG: K-3	GD: 1 to -2	KY.K-3.W.P.SC.4 Students will revise: • reflect on own writing • confer with peers and other writing conferencing partners to critically analyze one's own work and the work of others • confer to determine where to add, delete, rearrange, define/redefine or elaborate content so that writing is clear for intended audience, then make revisions • make sure paragraphs are supported appropriately with relevant details and that sentences are in sequential order; develop introductions and conclusions

Cluster: Production and Distribution of Writing

CCSS: **CC.1.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.**

Grade: 1 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: WRITING Notes: The CCSS addresses publishing writing pieces but does not specifically mention using guidance and support from adults and digital tools.

MG: K-3	GD: 1 to -2	KY.K-3.W.P.SC.3 Students will draft: • determine how, when and whether to use visuals (e.g., illustrations, diagrams) in addition to written text • logically incorporate information
MG: K-3	GD: 1 to -2	KY.K-3.W.P.SC.6 Students will publish: • produce products for intended audience • present final work in a neat, legible form and share with intended audience

Cluster: Research to Build and Present Knowledge

CCSS: **CC.1.W.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).**

Grade: 1 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: WRITING Notes: The state standard addresses writing to demonstrate learning which is referenced as presenting knowledge in the CCSS.

MG: K-3	GD: 1 to -2	KY.K-3.I.EU.3 inquiry integrates elements and processes of reading, writing, research, creative and critical thinking, and logic, and involves communicating findings through a product.

MG: K-3	GD: 1 to -2	KY.K-3.W.C.EU.1 Students will understand that there are many reasons for all primary students to write, including writing-to-learn, writing-to demonstrate learning, and writing for authentic purposes and audiences.
MG: K-3	GD: 1 to -2	KY.K-3.W.P.SC.2 Students will prewrite: • determine the most appropriate form to meet needs of purpose and audience • generate ideas to support and develop controlling idea (e.g., webbing, free writes, researching print and non-print sources, interviewing, observing, imagining and creating novel ideas) • organize and present ideas by taking notes and summarizing

Cluster: Research to Build and Present Knowledge

CCSS: **CC.1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.**

Grade: 1 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes: The CCSS states the use of adults for guidance and support and that is not evident in the state standards.

MG: K-3	GD: 1 to -2	KY.K-3.W.C.EU.4 Students will understand that writing can be used to make meaning of one's own experience, as well as of other information/ideas.
MG: K-3	GD: 1 to -2	KY.K-3.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from reading or other learning), explaining reflections or related connections (e.g., identifying relationships and own experiences, offering support for conclusions, organizing prior knowledge about a topic)

Cluster: Text Types and Purposes

CCSS: **CC.2.W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.**

Grade: 2 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: K-3	GD: 2 to -1	KY.K-3.W.C.EU.1 Students will understand that there are many reasons for all primary students to write, including writing-to-learn, writing-to demonstrate learning, and writing for authentic purposes and audiences.
MG: K-3	GD: 2 to -1	KY.K-3.W.C.EU.2 Students will understand that different forms of writing are appropriate for different purposes and audiences across the content areas and have different features (e.g., journals, narratives, procedures).
MG: K-3	GD: 2 to -1	KY.K-3.W.C.EU.3 Students will understand that to be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.
MG: K-3	GD: 2 to -1	KY.K-3.W.C.EU.4 Students will understand that writing can be used to make meaning of one's own experience, as well as of other information/ideas.
MG: K-3	GD: 2 to -1	KY.K-3.W.C.SC.3 Students will write for a variety of authentic purposes and audiences: • communicate about personal experiences • communicate through authentic literary forms to make meaning about the human condition • communicate through authentic transactive purposes for writing (e.g. informing, describing, explaining) • communicate reflectively • recognize and address needs of intended audience • adjust the writing style (formal, informal) for intended audience
MG: K-3	GD: 2 to -1	KY.K-3.W.C.SC.4 Students will communicate purpose, focus, and controlling ideas authentic to the writer
MG: K-3	GD: 2 to -1	KY.K-3.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing (e.g., beginning with meaningful drawings, symbols and letters, and moving to use of appropriate written language-words/labels, phrases, sentences, paragraphs and whole texts)
MG: K-3	GD: 2 to -1	KY.K-3.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from reading or other learning), explaining reflections or related connections (e.g., identifying relationships and own experiences, offering support for conclusions, organizing prior knowledge about a topic)
MG: K-3	GD: 2 to -1	KY.K-3.W.C.SC.8 Students will provide sufficient details for clear understanding
MG: K-3	GD: 2 to -1	KY.K-3.W.P.SC.1 Students will focus: establish and maintain a controlling idea on a selected topic
MG: K-3	GD: 2 to -1	KY.K-3.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional words/phrases and conclusions all help make meaning clear for the reader.
MG: K-3	GD: 2 to -1	KY.K-3.W.S.SC.2 Students will develop analytical structures appropriate to purpose (e.g., sequence, problem/solution, description, question/answer)
MG: K-3	GD: 2 to -1	KY.K-3.W.S.SC.3 Students will establish a context for the reader and a controlling idea in the introduction; arrange ideas in meaningful order; and have an effective conclusion
MG: K-3	GD: 2 to -1	KY.K-3.W.S.SC.5 Students will use a variety of transitional words/phrases (e.g. time, order of sequence)

Cluster: Text Types and Purposes

CCSS: **CC.2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.**

Grade: 2 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: K-3	GD: 2 to -1	KY.K-3.W.C.EU.1 Students will understand that there are many reasons for all primary students to write, including writing-to-learn, writing-to demonstrate learning, and writing for authentic purposes and audiences.
MG: K-3	GD: 2 to -1	KY.K-3.W.C.EU.2 Students will understand that different forms of writing are appropriate for different purposes and audiences across the content areas and have different features (e.g., journals, narratives, procedures).
MG: K-3	GD: 2 to -1	KY.K-3.W.C.EU.3 Students will understand that to be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.
MG: K-3	GD: 2 to -1	KY.K-3.W.C.EU.4 Students will understand that writing can be used to make meaning of one's own experience, as well as of other information/ideas.
MG: K-3	GD: 2 to -1	KY.K-3.W.C.SC.2 Students will write to demonstrate learning and understanding of content knowledge (e.g., journals, exit/admit slips)
MG: K-3	GD: 2 to -1	KY.K-3.W.C.SC.3 Students will write for a variety of authentic purposes and audiences: • communicate about personal experiences • communicate through authentic literary forms to make meaning about the human condition • communicate through authentic transactive purposes for writing (e.g. informing, describing, explaining) • communicate reflectively • recognize and address needs of intended audience • adjust the writing style (formal, informal) for intended audience
MG: K-3	GD: 2 to -1	KY.K-3.W.C.SC.4 Students will communicate purpose, focus, and controlling ideas authentic to the writer
MG: K-3	GD: 2 to -1	KY.K-3.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing (e.g., beginning with meaningful drawings, symbols and letters, and moving to use of appropriate written language-words/labels, phrases, sentences, paragraphs and whole texts)
MG: K-3	GD: 2 to -1	KY.K-3.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from reading or other learning), explaining reflections or related connections (e.g., identifying relationships and own experiences, offering support for conclusions, organizing prior knowledge about a topic)
MG: K-3	GD: 2 to -1	KY.K-3.W.C.SC.8 Students will provide sufficient details for clear understanding
MG: K-3	GD: 2 to -1	KY.K-3.W.P.SC.1 Students will focus: establish and maintain a controlling idea on a selected topic
MG: K-3	GD: 2 to -1	KY.K-3.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional words/phrases and conclusions all help make meaning clear for the reader.
MG: K-3	GD: 2 to -1	KY.K-3.W.S.SC.2 Students will develop analytical structures appropriate to purpose (e.g., sequence, problem/solution, description, question/answer)
MG: K-3	GD: 2 to -1	KY.K-3.W.S.SC.3 Students will establish a context for the reader and a controlling idea in the introduction; arrange ideas in meaningful order; and have an effective conclusion

Cluster: Text Types and Purposes

CCSS: **CC.2.W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.**

Grade: 2 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: K-3	GD: 2 to -1	KY.K-3.W.C.EU.1 Students will understand that there are many reasons for all primary students to write, including writing-to-learn, writing-to demonstrate learning, and writing for authentic purposes and audiences.
MG: K-3	GD: 2 to -1	KY.K-3.W.C.EU.2 Students will understand that different forms of writing are appropriate for different purposes and audiences across the content areas and have different features (e.g., journals, narratives, procedures).
MG: K-3	GD: 2 to -1	KY.K-3.W.C.EU.3 Students will understand that to be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.
MG: K-3	GD: 2 to -1	KY.K-3.W.C.SC.3 Students will write for a variety of authentic purposes and audiences: • communicate about personal experiences • communicate through authentic literary forms to make meaning about the human condition • communicate through authentic transactive purposes for writing (e.g. informing, describing, explaining) • communicate reflectively • recognize and address needs of intended audience • adjust the writing style (formal, informal) for intended audience
MG: K-3	GD: 2 to -1	KY.K-3.W.C.SC.4 Students will communicate purpose, focus, and controlling ideas authentic to the writer
MG: K-3	GD: 2 to -1	KY.K-3.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing (e.g., beginning with meaningful drawings, symbols and letters, and moving to use of appropriate written language-words/labels, phrases, sentences, paragraphs and whole texts)
MG: K-3	GD: 2 to -1	KY.K-3.W.C.SC.7 Students will communicate understanding of ideas or events
MG: K-3	GD: 2 to -1	KY.K-3.W.C.SC.8 Students will provide sufficient details for clear understanding
MG: K-3	GD: 2 to -1	KY.K-3.W.P.SC.1 Students will focus: establish and maintain a controlling idea on a selected topic
MG: K-3	GD: 2 to -1	KY.K-3.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional words/phrases and conclusions all help make meaning clear for the reader.
MG: K-3	GD: 2 to -1	KY.K-3.W.S.SC.2 Students will develop analytical structures appropriate to purpose (e.g., sequence, problem/solution, description, question/answer)
MG: K-3	GD: 2 to -1	KY.K-3.W.S.SC.3 Students will establish a context for the reader and a controlling idea in the introduction; arrange ideas in meaningful order; and have an effective conclusion
MG: K-3	GD: 2 to -1	KY.K-3.W.S.SC.5 Students will use a variety of transitional words/phrases (e.g. time, order of sequence)

Cluster: Production and Distribution of Writing

CCSS: **CC.2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.**

Grade: 2 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: K-3	GD: 2 to -1	KY.K-3.W.C.EU.3 Students will understand that to be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.

MG: K-3	GD: 2 to -1	KY.K-3.W.P.SC.4 Students will revise: • reflect on own writing • confer with peers and other writing conferencing partners to critically analyze one's own work and the work of others • confer to determine where to add, delete, rearrange, define/redefine or elaborate content so that writing is clear for intended audience, then make revisions • make sure paragraphs are supported appropriately with relevant details and that sentences are in sequential order; develop introductions and conclusions
MG: K-3	GD: 2 to -1	KY.K-3.W.P.SC.5 Students will edit for appropriate language usage, sentence structure, spelling, capitalization, punctuation and appropriate documentation of sources

Cluster: Production and Distribution of Writing

CCSS: **CC.2.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.**

Grade: 2 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: WRITING Notes: The CCSS addresses publishing writing pieces but does not specifically mention using guidance and support from adults and digital tools.

MG: K-3	GD: 2 to -1	KY.K-3.W.P.SC.3 Students will draft: • determine how, when and whether to use visuals (e.g., illustrations, diagrams) in addition to written text • logically incorporate information
MG: K-3	GD: 2 to -1	KY.K-3.W.P.SC.6 Students will publish: • produce products for intended audience • present final work in a neat, legible form and share with intended audience

Cluster: Research to Build and Present Knowledge

CCSS: **CC.2.W.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).**

Grade: 2 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: WRITING Notes: The state standard addresses writing to demonstrate learning which is referenced as presenting knowledge in the CCSS.

MG: K-3	GD: 2 to -1	KY.K-3.I.EU.3 inquiry integrates elements and processes of reading, writing, research, creative and critical thinking, and logic, and involves communicating findings through a product.
MG: K-3	GD: 2 to -1	KY.K-3.W.C.EU.1 Students will understand that there are many reasons for all primary students to write, including writing-to-learn, writing-to demonstrate learning, and writing for authentic purposes and audiences.
MG: K-3	GD: 2 to -1	KY.K-3.W.P.SC.2 Students will prewrite: • determine the most appropriate form to meet needs of purpose and audience • generate ideas to support and develop controlling idea (e.g., webbing, free writes, researching print and non-print sources, interviewing, observing, imagining and creating novel ideas) • organize and present ideas by taking notes and summarizing

Cluster: Research to Build and Present Knowledge

CCSS: **CC.2.W.8 Recall information from experiences or gather information from provided sources to answer a question.**

Grade: 2 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: K-3	GD: 2 to -1	KY.K-3.W.C.EU.4 Students will understand that writing can be used to make meaning of one's own experience, as well as of other information/ideas.
MG: K-3	GD: 2 to -1	KY.K-3.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from reading or other learning), explaining reflections or related connections (e.g., identifying relationships and own experiences, offering support for conclusions, organizing prior knowledge about a topic)

Cluster: Text Types and Purposes

CCSS: **CC.3.W.1 Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.**

Grade: 3 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: K-3	GD: 3	KY.K-3.W.C.EU.1 Students will understand that there are many reasons for all primary students to write, including writing-to-learn, writing-to demonstrate learning, and writing for authentic purposes and audiences.
MG: K-3	GD: 3	KY.K-3.W.C.EU.2 Students will understand that different forms of writing are appropriate for different purposes and audiences across the content areas and have different features (e.g., journals, narratives, procedures).
MG: K-3	GD: 3	KY.K-3.W.C.EU.3 Students will understand that to be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.
MG: K-3	GD: 3	KY.K-3.W.C.EU.4 Students will understand that writing can be used to make meaning of one's own experience, as well as of other information/ideas.
MG: K-3	GD: 3	KY.K-3.W.C.SC.3 Students will write for a variety of authentic purposes and audiences: • communicate about personal experiences • communicate through authentic literary forms to make meaning about the human condition • communicate through authentic transactive purposes for writing (e.g. informing, describing, explaining) • communicate reflectively • recognize and address needs of intended audience • adjust the writing style (formal, informal) for intended audience
MG: K-3	GD: 3	KY.K-3.W.C.SC.4 Students will communicate purpose, focus, and controlling ideas authentic to the writer
MG: K-3	GD: 3	KY.K-3.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing (e.g., beginning with meaningful drawings, symbols and letters, and moving to use of appropriate written language-words/labels, phrases, sentences, paragraphs and whole texts)
MG: K-3	GD: 3	KY.K-3.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from reading or other learning), explaining reflections or related connections (e.g., identifying relationships and own experiences, offering support for conclusions, organizing prior knowledge about a topic)
MG: K-3	GD: 3	KY.K-3.W.P.SC.1 Students will focus: establish and maintain a controlling idea on a selected topic
MG: K-3	GD: 3	KY.K-3.W.S.SC.3 Students will establish a context for the reader and a controlling idea in the introduction; arrange ideas in meaningful order; and have an effective conclusion

Cluster: Text Types and Purposes

CCSS: **CC.3.W.1.a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.**

Grade: 3 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: K-3	GD: 3	KY.K-3.W.P.SC.1 Students will focus: establish and maintain a controlling idea on a selected topic
MG: K-3	GD: 3	KY.K-3.W.S.EU.2 Students will understand that different types of structures (e.g., paragraphs, stanzas) are appropriate for different purposes, audiences and different forms of writing. Paragraphs maintain focus on one central idea.
MG: K-3	GD: 3	KY.K-3.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional words/phrases and conclusions all help make meaning clear for the reader.

MG: K-3	GD: 3	KY.K-3.W.S.SC.2 Students will develop analytical structures appropriate to purpose (e.g., sequence, problem/solution, description, question/answer)
MG: K-3	GD: 3	KY.K-3.W.S.SC.3 Students will establish a context for the reader and a controlling idea in the introduction; arrange ideas in meaningful order; and have an effective conclusion

Cluster: Text Types and Purposes

CCSS: **CC.3.W.1.b Provide reasons that support the opinion.**

Grade: 3 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: K-3	GD: 3	KY.K-3.W.C.EU.3 Students will understand that to be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.
MG: K-3	GD: 3	KY.K-3.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing (e.g., beginning with meaningful drawings, symbols and letters, and moving to use of appropriate written language-words/labels, phrases, sentences, paragraphs and whole texts)
MG: K-3	GD: 3	KY.K-3.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from reading or other learning), explaining reflections or related connections (e.g., identifying relationships and own experiences, offering support for conclusions, organizing prior knowledge about a topic)
MG: K-3	GD: 3	KY.K-3.W.C.SC.8 Students will provide sufficient details for clear understanding

Cluster: Text Types and Purposes

CCSS: **CC.3.W.1.c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.**

Grade: 3 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: K-3	GD: 3	KY.K-3.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional words/phrases and conclusions all help make meaning clear for the reader.
MG: K-3	GD: 3	KY.K-3.W.S.SC.5 Students will use a variety of transitional words/phrases (e.g. time, order of sequence)

Cluster: Text Types and Purposes

CCSS: **CC.3.W.1.d Provide a concluding statement or section.**

Grade: 3 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: K-3	GD: 3	KY.K-3.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional words/phrases and conclusions all help make meaning clear for the reader.
MG: K-3	GD: 3	KY.K-3.W.S.SC.3 Students will establish a context for the reader and a controlling idea in the introduction; arrange ideas in meaningful order; and have an effective conclusion

Cluster: Text Types and Purposes

CCSS: **CC.3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**

Grade: 3 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: K-3	GD: 3	KY.K-3.W.C.EU.1 Students will understand that there are many reasons for all primary students to write, including writing-to-learn, writing-to demonstrate learning, and writing for authentic purposes and audiences.
MG: K-3	GD: 3	KY.K-3.W.C.EU.2 Students will understand that different forms of writing are appropriate for different purposes and audiences across the content areas and have different features (e.g., journals, narratives, procedures).
MG: K-3	GD: 3	KY.K-3.W.C.EU.3 Students will understand that to be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.
MG: K-3	GD: 3	KY.K-3.W.C.EU.4 Students will understand that writing can be used to make meaning of one's own experience, as well as of other information/ideas.
MG: K-3	GD: 3	KY.K-3.W.C.SC.2 Students will write to demonstrate learning and understanding of content knowledge (e.g., journals, exit/admit slips)
MG: K-3	GD: 3	KY.K-3.W.C.SC.3 Students will write for a variety of authentic purposes and audiences: • communicate about personal experiences • communicate through authentic literary forms to make meaning about the human condition • communicate through authentic transactive purposes for writing (e.g. informing, describing, explaining) • communicate reflectively • recognize and address needs of intended audience • adjust the writing style (formal, informal) for intended audience
MG: K-3	GD: 3	KY.K-3.W.C.SC.4 Students will communicate purpose, focus, and controlling ideas authentic to the writer
MG: K-3	GD: 3	KY.K-3.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing (e.g., beginning with meaningful drawings, symbols and letters, and moving to use of appropriate written language-words/labels, phrases, sentences, paragraphs and whole texts)
MG: K-3	GD: 3	KY.K-3.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from reading or other learning), explaining reflections or related connections (e.g., identifying relationships and own experiences, offering support for conclusions, organizing prior knowledge about a topic)
MG: K-3	GD: 3	KY.K-3.W.P.SC.1 Students will focus: establish and maintain a controlling idea on a selected topic
MG: K-3	GD: 3	KY.K-3.W.S.SC.3 Students will establish a context for the reader and a controlling idea in the introduction; arrange ideas in meaningful order; and have an effective conclusion

Cluster: Text Types and Purposes

CCSS: **CC.3.W.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.**

Grade: 3 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: K-3	GD: 3	KY.K-3.W.C.SC.4 Students will communicate purpose, focus, and controlling ideas authentic to the writer
MG: K-3	GD: 3	KY.K-3.W.P.SC.1 Students will focus: establish and maintain a controlling idea on a selected topic
MG: K-3	GD: 3	KY.K-3.W.S.SC.3 Students will establish a context for the reader and a controlling idea in the introduction; arrange ideas in meaningful order; and have an effective conclusion
MG: K-3	GD: 3	KY.K-3.W.S.SC.4 Students will create paragraphs that maintain focus on one central idea; apply paragraph structures (block and indented) consistently

Cluster: Text Types and Purposes

CCSS: **CC.3.W.2.b Develop the topic with facts, definitions, and details.**

Grade: 3 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: K-3	GD: 3	KY.K-3.W.C.EU.3 Students will understand that to be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.
MG: K-3	GD: 3	KY.K-3.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing (e.g., beginning with meaningful drawings, symbols and letters, and moving to use of appropriate written language-words/labels, phrases, sentences, paragraphs and whole texts)
MG: K-3	GD: 3	KY.K-3.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from reading or other learning), explaining reflections or related connections (e.g., identifying relationships and own experiences, offering support for conclusions, organizing prior knowledge about a topic)
MG: K-3	GD: 3	KY.K-3.W.C.SC.8 Students will provide sufficient details for clear understanding

Cluster: Text Types and Purposes

CCSS: **CC.3.W.2.c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.**

Grade: 3 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: K-3	GD: 3	KY.K-3.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional words/phrases and conclusions all help make meaning clear for the reader.
MG: K-3	GD: 3	KY.K-3.W.S.SC.5 Students will use a variety of transitional words/phrases (e.g. time, order of sequence)

Cluster: Text Types and Purposes

CCSS: **CC.3.W.2.d Provide a concluding statement or section.**

Grade: 3 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: K-3	GD: 3	KY.K-3.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional words/phrases and conclusions all help make meaning clear for the reader.
MG: K-3	GD: 3	KY.K-3.W.S.SC.3 Students will establish a context for the reader and a controlling idea in the introduction; arrange ideas in meaningful order; and have an effective conclusion

Cluster: Text Types and Purposes

CCSS: **CC.3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**

Grade: 3 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: K-3	GD: 3	KY.K-3.W.C.EU.1 Students will understand that there are many reasons for all primary students to write, including writing-to-learn, writing-to demonstrate learning, and writing for authentic purposes and audiences.
MG: K-3	GD: 3	KY.K-3.W.C.EU.2 Students will understand that different forms of writing are appropriate for different purposes and audiences across the content areas and have different features (e.g., journals, narratives, procedures).

MG: K-3	GD: 3	KY.K-3.W.C.EU.3 Students will understand that to be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.
MG: K-3	GD: 3	KY.K-3.W.C.EU.4 Students will understand that writing can be used to make meaning of one's own experience, as well as of other information/ideas.
MG: K-3	GD: 3	KY.K-3.W.C.SC.3 Students will write for a variety of authentic purposes and audiences: • communicate about personal experiences • communicate through authentic literary forms to make meaning about the human condition • communicate through authentic transactive purposes for writing (e.g. informing, describing, explaining) • communicate reflectively • recognize and address needs of intended audience • adjust the writing style (formal, informal) for intended audience
MG: K-3	GD: 3	KY.K-3.W.C.SC.4 Students will communicate purpose, focus, and controlling ideas authentic to the writer
MG: K-3	GD: 3	KY.K-3.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing (e.g., beginning with meaningful drawings, symbols and letters, and moving to use of appropriate written language-words/labels, phrases, sentences, paragraphs and whole texts)
MG: K-3	GD: 3	KY.K-3.W.C.SC.7 Students will communicate understanding of ideas or events
MG: K-3	GD: 3	KY.K-3.W.P.SC.1 Students will focus: establish and maintain a controlling idea on a selected topic
MG: K-3	GD: 3	KY.K-3.W.S.SC.3 Students will establish a context for the reader and a controlling idea in the introduction; arrange ideas in meaningful order; and have an effective conclusion

Cluster: Text Types and Purposes

CCSS: **CC.3.W.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.**

Grade: 3 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes: The CCSS specifically states introducing a narrator and/or characters. The state standard does not include language that is that specific.

MG: K-3	GD: 3	KY.K-3.W.C.SC.4 Students will communicate purpose, focus, and controlling ideas authentic to the writer
MG: K-3	GD: 3	KY.K-3.W.P.SC.1 Students will focus: establish and maintain a controlling idea on a selected topic
MG: K-3	GD: 3	KY.K-3.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional words/phrases and conclusions all help make meaning clear for the reader.
MG: K-3	GD: 3	KY.K-3.W.S.SC.3 Students will establish a context for the reader and a controlling idea in the introduction; arrange ideas in meaningful order; and have an effective conclusion

Cluster: Text Types and Purposes

CCSS: **CC.3.W.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.**

Grade: 3 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: WRITING Notes: The state standard does not include specific use of dialogue and the description of actions, thoughts, and feelings.

MG: K-3	GD: 3	KY.K-3.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing (e.g., beginning with meaningful drawings, symbols and letters, and moving to use of appropriate written language-words/labels, phrases, sentences, paragraphs and whole texts)
MG: K-3	GD: 3	KY.K-3.W.C.SC.8 Students will provide sufficient details for clear understanding
MG: K-3	GD: 3	KY.K-3.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional words/phrases and conclusions all help make meaning clear for the reader.

Cluster: Text Types and Purposes

CCSS: **CC.3.W.3.c Use temporal words and phrases to signal event order.**

Grade: 3 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: K-3	GD: 3	KY.K-3.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional words/phrases and conclusions all help make meaning clear for the reader.
MG: K-3	GD: 3	KY.K-3.W.S.SC.5 Students will use a variety of transitional words/phrases (e.g. time, order of sequence)

Cluster: Text Types and Purposes

CCSS: **CC.3.W.3.d Provide a sense of closure.**

Grade: 3 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: K-3	GD: 3	KY.K-3.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional words/phrases and conclusions all help make meaning clear for the reader.
MG: K-3	GD: 3	KY.K-3.W.S.SC.3 Students will establish a context for the reader and a controlling idea in the introduction; arrange ideas in meaningful order; and have an effective conclusion

Cluster: Production and Distribution of Writing

CCSS: **CC.3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)**

Grade: 3 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: K-3	GD: 3	KY.K-3.W.C.SC.3 Students will write for a variety of authentic purposes and audiences: • communicate about personal experiences • communicate through authentic literary forms to make meaning about the human condition • communicate through authentic transactive purposes for writing (e.g. informing, describing, explaining) • communicate reflectively • recognize and address needs of intended audience • adjust the writing style (formal, informal) for intended audience
MG: K-3	GD: 3	KY.K-3.W.C.SC.4 Students will communicate purpose, focus, and controlling ideas authentic to the writer
MG: K-3	GD: 3	KY.K-3.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing (e.g., beginning with meaningful drawings, symbols and letters, and moving to use of appropriate written language-words/labels, phrases, sentences, paragraphs and whole texts)
MG: K-3	GD: 3	KY.K-3.W.S.EU.2 Students will understand that different types of structures (e.g., paragraphs, stanzas) are appropriate for different purposes, audiences and different forms of writing. Paragraphs maintain focus on one central idea.
MG: K-3	GD: 3	KY.K-3.W.S.SC.2 Students will develop analytical structures appropriate to purpose (e.g., sequence, problem/solution, description, question/answer)

Cluster: Production and Distribution of Writing

CCSS: **CC.3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on page 29.)**

Grade: 3 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: K-3	GD: 3	KY.K-3.W.P.EU.1 Students will understand that the writing process is a helpful tool in constructing and demonstrating meaning of content (whether personal expressive, literary, academic or practical) through writing.
MG: K-3	GD: 3	KY.K-3.W.P.EU.2 Students will understand that the stages are sometimes recursive (e.g., In the process of revising, a writer sometimes returns to earlier stages of the process).
MG: K-3	GD: 3	KY.K-3.W.P.EU.3 Students will understand that writers work through the process at different rates. Often, the process is enhanced by conferencing with others.
MG: K-3	GD: 3	KY.K-3.W.P.SC.2 Students will prewrite: • determine the most appropriate form to meet needs of purpose and audience • generate ideas to support and develop controlling idea (e.g., webbing, free writes, researching print and non-print sources, interviewing, observing, imagining and creating novel ideas) • organize and present ideas by taking notes and summarizing
MG: K-3	GD: 3	KY.K-3.W.P.SC.3 Students will draft: • determine how, when and whether to use visuals (e.g., illustrations, diagrams) in addition to written text • logically incorporate information
MG: K-3	GD: 3	KY.K-3.W.P.SC.4 Students will revise: • reflect on own writing • confer with peers and other writing conferencing partners to critically analyze one's own work and the work of others • confer to determine where to add, delete, rearrange, define/redefine or elaborate content so that writing is clear for intended audience, then make revisions • make sure paragraphs are supported appropriately with relevant details and that sentences are in sequential order; develop introductions and conclusions
MG: K-3	GD: 3	KY.K-3.W.P.SC.5 Students will edit for appropriate language usage, sentence structure, spelling, capitalization, punctuation and appropriate documentation of sources

Cluster: Production and Distribution of Writing

CCSS: **CC.3.W.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.**

Grade: 3 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: WRITING Notes: The CCSS addresses publishing writing pieces but does not specifically mention using guidance and support from adults and digital tools.

MG: K-3	GD: 3	KY.K-3.W.P.SC.3 Students will draft: • determine how, when and whether to use visuals (e.g., illustrations, diagrams) in addition to written text • logically incorporate information
MG: K-3	GD: 3	KY.K-3.W.P.SC.6 Students will publish: • produce products for intended audience • present final work in a neat, legible form and share with intended audience

Cluster: Research to Build and Present Knowledge

CCSS: **CC.3.W.7 Conduct short research projects that build knowledge about a topic.**

Grade: 3 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes: The state standard addresses writing to demonstrate learning which is referenced as presenting knowledge in the CCSS.

MG: K-3	GD: 3	KY.K-3.I.EU.3 inquiry integrates elements and processes of reading, writing, research, creative and critical thinking, and logic, and involves communicating findings through a product.
MG: K-3	GD: 3	KY.K-3.I.EU.5 reflection is ongoing and integral to the inquiry and research processes and involves taking the time to look back at the question, the research strategy, and the conclusions made. The learner evaluates, makes observations, and possibly makes new decisions.
MG: K-3	GD: 3	KY.K-3.W.C.EU.1 Students will understand that there are many reasons for all primary students to write, including writing-to-learn, writing-to demonstrate learning, and writing for authentic purposes and audiences.
MG: K-3	GD: 3	KY.K-3.W.C.SC.2 Students will write to demonstrate learning and understanding of content knowledge (e.g., journals, exit/admit slips)
MG: K-3	GD: 3	KY.K-3.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from reading or other learning), explaining reflections or related connections (e.g., identifying relationships and own experiences, offering support for conclusions, organizing prior knowledge about a topic)
MG: K-3	GD: 3	KY.K-3.W.P.SC.2 Students will prewrite: • determine the most appropriate form to meet needs of purpose and audience • generate ideas to support and develop controlling idea (e.g., webbing, free writes, researching print and non-print sources, interviewing, observing, imagining and creating novel ideas) • organize and present ideas by taking notes and summarizing

Cluster: Research to Build and Present Knowledge

CCSS: **CC.3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.**

Grade: 3 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: K-3	GD: 3	KY.K-3.W.C.EU.4 Students will understand that writing can be used to make meaning of one's own experience, as well as of other information/ideas.
MG: K-3	GD: 3	KY.K-3.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from reading or other learning), explaining reflections or related connections (e.g., identifying relationships and own experiences, offering support for conclusions, organizing prior knowledge about a topic)
MG: K-3	GD: 3	KY.K-3.W.P.SC.2 Students will prewrite: • determine the most appropriate form to meet needs of purpose and audience • generate ideas to support and develop controlling idea (e.g., webbing, free writes, researching print and non-print sources, interviewing, observing, imagining and creating novel ideas) • organize and present ideas by taking notes and summarizing
MG: K-3	GD: 3	KY.K-3.W.WC.EU.5 Students will understand that writers need to document sources /give credit for the ideas of others.
MG: K-3	GD: 3	KY.K-3.W.WC.SC.6 Students will document ideas from outside sources (e.g., citing authors or titles within the text)

Cluster: Range of Writing

CCSS: **CC.3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.**

Grade: 3 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: WRITING Notes: The state standards do not specifically state writing over specific time frames (extended or short).

MG: K-3	GD: 3	KY.K-3.W.C.EU.1 Students will understand that there are many reasons for all primary students to write, including writing-to-learn, writing-to demonstrate learning, and writing for authentic purposes and audiences.
MG: K-3	GD: 3	KY.K-3.W.C.SC.1 Students will write to learn by applying strategies effectively (e.g., learning logs, reflections)
MG: K-3	GD: 3	KY.K-3.W.C.SC.2 Students will write to demonstrate learning and understanding of content knowledge (e.g., journals, exit/admit slips)
MG: K-3	GD: 3	KY.K-3.W.C.SC.3 Students will write for a variety of authentic purposes and audiences: • communicate about personal experiences • communicate through authentic literary forms to make meaning about the human condition • communicate through authentic transactive purposes for writing (e.g. informing, describing, explaining) • communicate reflectively • recognize and address needs of intended audience • adjust the writing style (formal, informal) for intended audience
MG: K-3	GD: 3	KY.K-3.W.P.EU.1 Students will understand that the writing process is a helpful tool in constructing and demonstrating meaning of content (whether personal expressive, literary, academic or practical) through writing.
MG: K-3	GD: 3	KY.K-3.W.P.EU.2 Students will understand that the stages are sometimes recursive (e.g., In the process of revising, a writer sometimes returns to earlier stages of the process).
MG: K-3	GD: 3	KY.K-3.W.P.EU.3 Students will understand that writers work through the process at different rates. Often, the process is enhanced by conferencing with others.

Cluster: Text Types and Purposes

CCSS: **CC.4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.**

Grade: 4 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes: The state standards listed address the concept more broadly as these apply to all writing forms. A rating of 2 since there is no reference to writing opinions in the state standards.

MG: 4	GD: 0	KY.4.W.C.EU.1 Students will understand that there are many reasons for students to write including writing-to-learn, writing-to-demonstrate learning and writing for authentic purposes and audiences.
MG: 4	GD: 0	KY.4.W.C.EU.2 Students will understand that different forms of writing are appropriate for different purposes and audiences across the content areas and have different features (e.g., journals, narratives, articles, open response answers).
MG: 4	GD: 0	KY.4.W.C.EU.3 Students will understand that to be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.
MG: 4	GD: 0	KY.4.W.C.EU.4 Students will understand that writing can be used to make meaning of one's own experience, as well as of other information/ideas.
MG: 4	GD: 0	KY.4.W.C.SC.3 Students will write for a variety of authentic purposes and audiences: • communicate about personal experiences and relationships • communicate through authentic literary forms to make meaning about the human condition • communicate through authentic transactive purposes for writing (e.g. informing, describing, explaining, persuading) • analyze and communicate reflectively about literacy goals • analyze and address needs of intended audience • adjust the writing style (formal, informal) for intended audience
MG: 4	GD: 0	KY.4.W.C.SC.4 Students will communicate purpose, focus and controlling ideas authentic to the writer
MG: 4	GD: 0	KY.4.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing
MG: 4	GD: 0	KY.4.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from research or reading), explaining reflections or related connections (e.g., identifying relationships or one's own experiences, offering support for conclusions, organizing prior knowledge about a topic)
MG: 4	GD: 0	KY.4.W.P.SC.1 Students will focus: establish and maintain a controlling idea on a selected topic
MG: 4	GD: 0	KY.4.W.S.SC.3 Students will establish a context for the reader and a controlling idea in the introduction; develop the piece sufficiently, arranging ideas in meaningful order; and conclude effectively

Cluster: Text Types and Purposes

CCSS: **CC.4.W.1.a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.**

Grade: 4 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes: state standards extend beyond CCSS

MG: 4	GD: 0	KY.4.W.P.SC.1 Students will focus: establish and maintain a controlling idea on a selected topic
MG: 4	GD: 0	KY.4.W.S.EU.2 Students will understand that different types of structures are appropriate for different purposes, audiences and different forms of writing. Paragraphs and whole texts must be unified and coherent.
MG: 4	GD: 0	KY.4.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.

MG: 4	GD: 0	KY.4.W.S.SC.2 Students will develop analytical structures appropriate to purpose (e.g., sequence, problem/solution, description, question/answer, cause/effect, compare/contrast, chronology)
MG: 4	GD: 0	KY.4.W.S.SC.3 Students will establish a context for the reader and a controlling idea in the introduction; develop the piece sufficiently, arranging ideas in meaningful order; and conclude effectively

Cluster: Text Types and Purposes

CCSS: **CC.4.W.1.b Provide reasons that are supported by facts and details.**

Grade: 4 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes: State standards include and go beyond the CCSS

MG: 4	GD: 0	KY.4.W.C.EU.3 Students will understand that to be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.
MG: 4	GD: 0	KY.4.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing
MG: 4	GD: 0	KY.4.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from research or reading), explaining reflections or related connections (e.g., identifying relationships or one's own experiences, offering support for conclusions, organizing prior knowledge about a topic)
MG: 4	GD: 0	KY.4.W.C.SC.8 Students will provide sufficient details for clear understanding

Cluster: Text Types and Purposes

CCSS: **CC.4.W.1.c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).**

Grade: 4 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes: State standards extend beyond CCSS

MG: 4	GD: 0	KY.4.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.
MG: 4	GD: 0	KY.4.W.S.SC.5 Students will use a variety of transitional words/phrases (e.g., time, order of sequence) and/or transitional elements (e.g., white space)

Cluster: Text Types and Purposes

CCSS: **CC.4.W.1.d Provide a concluding statement or section related to the opinion presented.**

Grade: 4 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes: state standards include and go beyond the CCSS

MG: 4	GD: 0	KY.4.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.
MG: 4	GD: 0	KY.4.W.S.SC.3 Students will establish a context for the reader and a controlling idea in the introduction; develop the piece sufficiently, arranging ideas in meaningful order; and conclude effectively

Cluster: Text Types and Purposes

CCSS: **CC.4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**

Grade: 4 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes: The state standards listed address what should occur for all writing forms. A 2 was given since there is no reference to informative/explanatory texts explicitly in the state standards.

MG: 4	GD: 0	KY.4.W.C.EU.1 Students will understand that there are many reasons for students to write including writing-to-learn, writing-to-demonstrate learning and writing for authentic purposes and audiences.
MG: 4	GD: 0	KY.4.W.C.EU.2 Students will understand that different forms of writing are appropriate for different purposes and audiences across the content areas and have different features (e.g., journals, narratives, articles, open response answers).
MG: 4	GD: 0	KY.4.W.C.EU.3 Students will understand that to be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.
MG: 4	GD: 0	KY.4.W.C.EU.4 Students will understand that writing can be used to make meaning of one's own experience, as well as of other information/ideas.
MG: 4	GD: 0	KY.4.W.C.SC.2 Students will write to demonstrate learning and understanding of content knowledge (e.g., journals, summaries)
MG: 4	GD: 0	KY.4.W.C.SC.3 Students will write for a variety of authentic purposes and audiences: • communicate about personal experiences and relationships • communicate through authentic literary forms to make meaning about the human condition • communicate through authentic transactive purposes for writing (e.g. informing, describing, explaining, persuading) • analyze and communicate reflectively about literacy goals • analyze and address needs of intended audience • adjust the writing style (formal, informal) for intended audience
MG: 4	GD: 0	KY.4.W.C.SC.4 Students will communicate purpose, focus and controlling ideas authentic to the writer
MG: 4	GD: 0	KY.4.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing
MG: 4	GD: 0	KY.4.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from research or reading), explaining reflections or related connections (e.g., identifying relationships or one's own experiences, offering support for conclusions, organizing prior knowledge about a topic)
MG: 4	GD: 0	KY.4.W.P.SC.1 Students will focus: establish and maintain a controlling idea on a selected topic
MG: 4	GD: 0	KY.4.W.S.SC.3 Students will establish a context for the reader and a controlling idea in the introduction; develop the piece sufficiently, arranging ideas in meaningful order; and conclude effectively

Cluster: Text Types and Purposes

CCSS: **CC.4.W.2.a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.**

Grade: 4 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes: state standard doesn't address multimedia or illustrations specifically

MG: 4	GD: 0	KY.4.W.C.SC.4 Students will communicate purpose, focus and controlling ideas authentic to the writer
MG: 4	GD: 0	KY.4.W.P.SC.1 Students will focus: establish and maintain a controlling idea on a selected topic
MG: 4	GD: 0	KY.4.W.S.EU.2 Students will understand that different types of structures are appropriate for different purposes, audiences and different forms of writing. Paragraphs and whole texts must be unified and coherent.
MG: 4	GD: 0	KY.4.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.

MG: 4	GD: 0	KY.4.W.S.SC.3 Students will establish a context for the reader and a controlling idea in the introduction; develop the piece sufficiently, arranging ideas in meaningful order; and conclude effectively
MG: 4	GD: 0	KY.4.W.S.SC.7 Students will incorporate text features (e.g., numbering, bullets, white space, pictures, labels, diagrams, charts, shape in poetry) to enhance clarity and meaning

Cluster: Text Types and Purposes

CCSS: **CC.4.W.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.**

Grade: 4 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 4	GD: 0	KY.4.W.C.EU.3 Students will understand that to be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.
MG: 4	GD: 0	KY.4.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing
MG: 4	GD: 0	KY.4.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from research or reading), explaining reflections or related connections (e.g., identifying relationships or one's own experiences, offering support for conclusions, organizing prior knowledge about a topic)
MG: 4	GD: 0	KY.4.W.C.SC.8 Students will provide sufficient details for clear understanding

Cluster: Text Types and Purposes

CCSS: **CC.4.W.2.c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).**

Grade: 4 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 4	GD: 0	KY.4.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.
MG: 4	GD: 0	KY.4.W.S.SC.5 Students will use a variety of transitional words/phrases (e.g., time, order of sequence) and/or transitional elements (e.g., white space)

Cluster: Text Types and Purposes

CCSS: **CC.4.W.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.**

Grade: 4 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes: state standard extends beyond CCSS

MG: 4	GD: 0	KY.4.W.WC.EU.1 Students will understand that writers need to choose their language with care, depending on the content, purpose and audience.
MG: 4	GD: 0	KY.4.W.WC.EU.2 Students will understand that language should be concise and precise. Strong verbs and nouns, concrete details and sensory language help make meaning clear to the reader.
MG: 4	GD: 0	KY.4.W.WC.SC.1 Students will choose precise and descriptive language for clarity, richness and/or its effect on the reader (words with multiple meanings, words that imply different shades of meaning, strong nouns and verbs, concrete and sensory details, figurative language - simple metaphors)
MG: 4	GD: 0	KY.4.W.WC.SC.2 Students will use specialized content vocabulary and words used for specific contexts, as needed

Cluster: Text Types and Purposes

CCSS: **CC.4.W.2.e Provide a concluding statement or section related to the information or explanation presented.**

Grade: 4 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes: state standard includes and goes beyond CCSS

MG: 4	GD: 0	KY.4.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.
MG: 4	GD: 0	KY.4.W.S.SC.3 Students will establish a context for the reader and a controlling idea in the introduction; develop the piece sufficiently, arranging ideas in meaningful order; and conclude effectively

Cluster: Text Types and Purposes

CCSS: **CC.4.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**

Grade: 4 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes: General connection with no reference to writing narratives in the state standards

MG: 4	GD: 0	KY.4.W.C.EU.1 Students will understand that there are many reasons for students to write including writing-to-learn, writing-to-demonstrate learning and writing for authentic purposes and audiences.
MG: 4	GD: 0	KY.4.W.C.EU.2 Students will understand that different forms of writing are appropriate for different purposes and audiences across the content areas and have different features (e.g., journals, narratives, articles, open response answers).
MG: 4	GD: 0	KY.4.W.C.EU.3 Students will understand that to be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.
MG: 4	GD: 0	KY.4.W.C.EU.4 Students will understand that writing can be used to make meaning of one's own experience, as well as of other information/ideas.
MG: 4	GD: 0	KY.4.W.C.SC.3 Students will write for a variety of authentic purposes and audiences: • communicate about personal experiences and relationships • communicate through authentic literary forms to make meaning about the human condition • communicate through authentic transactive purposes for writing (e.g. informing, describing, explaining, persuading) • analyze and communicate reflectively about literacy goals • analyze and address needs of intended audience • adjust the writing style (formal, informal) for intended audience
MG: 4	GD: 0	KY.4.W.C.SC.4 Students will communicate purpose, focus and controlling ideas authentic to the writer
MG: 4	GD: 0	KY.4.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing
MG: 4	GD: 0	KY.4.W.P.SC.1 Students will focus: establish and maintain a controlling idea on a selected topic
MG: 4	GD: 0	KY.4.W.S.SC.3 Students will establish a context for the reader and a controlling idea in the introduction; develop the piece sufficiently, arranging ideas in meaningful order; and conclude effectively
MG: 4	GD: 0	KY.4.W.S.SC.6 Students will apply organizational devices (e.g., foreshadowing, flashback) to achieve intended effect on audience

Cluster: Text Types and Purposes

CCSS: **CC.4.W.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.**

Grade: 4 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes: no reference to establishing narrator or characters in the state standards - general connection

MG: 4	GD: 0	KY.4.W.C.SC.4 Students will communicate purpose, focus and controlling ideas authentic to the writer

MG: 4	GD: 0	KY.4.W.P.SC.1 Students will focus: establish and maintain a controlling idea on a selected topic
MG: 4	GD: 0	KY.4.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.
MG: 4	GD: 0	KY.4.W.S.SC.3 Students will establish a context for the reader and a controlling idea in the introduction; develop the piece sufficiently, arranging ideas in meaningful order; and conclude effectively

Cluster: Text Types and Purposes

CCSS: **CC.4.W.3.b Use dialogue and description to develop experiences and events or show the responses of characters to situations.**

Grade: 4 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: WRITING Notes: general connection - no reference to dialogue or developing events in the state standards

MG: 4	GD: 0	KY.4.W.C.EU.3 Students will understand that to be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.
MG: 4	GD: 0	KY.4.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing
MG: 4	GD: 0	KY.4.W.C.SC.8 Students will provide sufficient details for clear understanding

Cluster: Text Types and Purposes

CCSS: **CC.4.W.3.c Use a variety of transitional words and phrases to manage the sequence of events.**

Grade: 4 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 4	GD: 0	KY.4.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.
MG: 4	GD: 0	KY.4.W.S.SC.5 Students will use a variety of transitional words/phrases (e.g., time, order of sequence) and/or transitional elements (e.g., white space)

Cluster: Text Types and Purposes

CCSS: **CC.4.W.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.**

Grade: 4 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 4	GD: 0	KY.4.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing
MG: 4	GD: 0	KY.4.W.C.SC.8 Students will provide sufficient details for clear understanding
MG: 4	GD: 0	KY.4.W.WC.EU.1 Students will understand that writers need to choose their language with care, depending on the content, purpose and audience.
MG: 4	GD: 0	KY.4.W.WC.EU.2 Students will understand that language should be concise and precise. Strong verbs and nouns, concrete details and sensory language help make meaning clear to the reader.
MG: 4	GD: 0	KY.4.W.WC.SC.1 Students will choose precise and descriptive language for clarity, richness and/or its effect on the reader (words with multiple meanings, words that imply different shades of meaning, strong nouns and verbs, concrete and sensory details, figurative language - simple metaphors)

Cluster: Text Types and Purposes

CCSS: **CC.4.W.3.e Provide a conclusion that follows from the narrated experiences or events.**

Grade: 4 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes: state standard is not specific to narrated experiences or events

MG: 4	GD: 0	KY.4.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.
MG: 4	GD: 0	KY.4.W.S.SC.3 Students will establish a context for the reader and a controlling idea in the introduction; develop the piece sufficiently, arranging ideas in meaningful order; and conclude effectively

Cluster: Production and Distribution of Writing

CCSS: **CC.4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)**

Grade: 4 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 4	GD: 0	KY.4.W.C.EU.3 Students will understand that to be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.
MG: 4	GD: 0	KY.4.W.C.SC.3 Students will write for a variety of authentic purposes and audiences: • communicate about personal experiences and relationships • communicate through authentic literary forms to make meaning about the human condition • communicate through authentic transactive purposes for writing (e.g. informing, describing, explaining, persuading) • analyze and communicate reflectively about literacy goals • analyze and address needs of intended audience • adjust the writing style (formal, informal) for intended audience
MG: 4	GD: 0	KY.4.W.C.SC.4 Students will communicate purpose, focus and controlling ideas authentic to the writer
MG: 4	GD: 0	KY.4.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing
MG: 4	GD: 0	KY.4.W.S.EU.2 Students will understand that different types of structures are appropriate for different purposes, audiences and different forms of writing. Paragraphs and whole texts must be unified and coherent.
MG: 4	GD: 0	KY.4.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.
MG: 4	GD: 0	KY.4.W.S.SC.2 Students will develop analytical structures appropriate to purpose (e.g., sequence, problem/solution, description, question/answer, cause/effect, compare/contrast, chronology)

Cluster: Production and Distribution of Writing

CCSS: **CC.4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.(Editing for conventions should demonstrate command of Language standards 1–3up to and including grade 4 on page 29.)**

Grade: 4 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes: state standards extend beyond the CCSS

MG: 4	GD: 0	KY.4.W.P.EU.1 Students will understand that the writing process is a helpful tool in constructing and demonstrating meaning of content (whether personal expressive, literary, academic or practical) through writing.
MG: 4	GD: 0	KY.4.W.P.EU.2 Students will understand that the stages are sometimes recursive (e.g., In the process of revising, a writer sometimes returns to earlier stages of the process).

MG: 4	GD: 0	KY.4.W.P.EU.3 Students will understand that writers work through the process at different rates. Often, the process is enhanced by conferencing with others.
MG: 4	GD: 0	KY.4.W.P.SC.2 Students will prewrite: • determine the most appropriate form to meet needs of purpose and audience • generate ideas to support and develop controlling idea (e.g., journaling, webbing, freewriting, researching print and non-print sources, note-taking, interviewing, observation, surveying, imagining and creating novel ideas) • organize and present ideas by taking notes, quoting, paraphrasing, summarizing
MG: 4	GD: 0	KY.4.W.P.SC.3 Students will draft: • determine how, when and whether to use visuals (e.g., illustrations, charts, diagrams) in addition to written text • logically introduce and incorporate quotes
MG: 4	GD: 0	KY.4.W.P.SC.4 Students will revise: • reflect on own writing • confer with peers and other writing conferencing partners to critically analyze one's own work and the work of others • confer to determine where to add, delete, rearrange, define/redefine or elaborate content so that writing is coherent and effective for intended audience, then make revisions • identify and develop topic sentences, making sure ideas are supported appropriately with relevant details and that sentences are in sequential order; insert new sentences and delete unnecessary ones; develop effective introductions and conclusions; eliminate redundant words; choose the most specific words available
MG: 4	GD: 0	KY.4.W.P.SC.5 Students will edit for appropriate language usage, sentence structure, spelling, capitalization, punctuation and proper documentation of sources

Cluster: Production and Distribution of Writing

CCSS: **CC.4.W.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.**

Grade: 4 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: WRITING Notes: no reference to internet use, keyboarding, or using technology to interact w/others in the state standards; matches to some of the state technology standards not included in this tool

MG: 4	GD: 0	KY.4.W.P.SC.3 Students will draft: • determine how, when and whether to use visuals (e.g., illustrations, charts, diagrams) in addition to written text • logically introduce and incorporate quotes
MG: 4	GD: 0	KY.4.W.P.SC.6 Students will publish to produce products for intended audience: • present written material using basic software programs and graphics when developmentally appropriate (e.g., charts, tables) • present final work in a neat, legible form
MG: 4-5	GD: 0 to -1	KY.4-5.I.EU.4 Students will understand that collaboration involves sharing new ideas with others. Shared knowledge is a community-building process, and the meaning of research/investigation takes on greater relevance in the context of the learner's society. Comparing notes, discussing conclusions, and sharing experiences are all examples of this process in action.

Cluster: Research to Build and Present Knowledge

CCSS: **CC.4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.**

Grade: 4 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes: state standards extend beyond CCSS

MG: 4	GD: 0	KY.4.W.C.SC.2 Students will write to demonstrate learning and understanding of content knowledge (e.g., journals, summaries)
MG: 4	GD: 0	KY.4.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from research or reading), explaining reflections or related connections (e.g., identifying relationships or one's own experiences, offering support for conclusions, organizing prior knowledge about a topic)

MG: 4	GD: 0	KY.4.W.P.SC.2 Students will prewrite: • determine the most appropriate form to meet needs of purpose and audience • generate ideas to support and develop controlling idea (e.g., journaling, webbing, freewriting, researching print and non-print sources, note-taking, interviewing, observation, surveying, imagining and creating novel ideas) • organize and present ideas by taking notes, quoting, paraphrasing, summarizing
MG: 4-5	GD: 0 to -1	KY.4-5.I.EU.1 Students will understand that the inquiry process is used to investigate topics or questions important to the researcher. Questions are redefined throughout the learning process. The researcher may revise the question, refine a line of query, or go in a direction that the original question did not anticipate.
MG: 4-5	GD: 0 to -1	KY.4-5.I.EU.2 Students will understand that many methods of and sources for investigation exist, including interview, observation, survey, viewing, experimenting, and critical reading. The ability to synthesize meaning is the creative spark that forms new knowledge.
MG: 4-5	GD: 0 to -1	KY.4-5.I.EU.5 Students will understand that reflection is ongoing and integral to the inquiry and research processes and involves taking the time to look back at the question, the research strategy, and the conclusions made. The learner evaluates, makes observations, and possibly makes new decisions.

Cluster: Research to Build and Present Knowledge

CCSS: **CC.4.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.**

Grade: 4 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes: state standards do not address notetaking or categorizing information

MG: 4	GD: 0	KY.4.SLO.SC.4 In formal speaking situations, students will document ideas from outside sources (e.g., citing authors, titles, websites)
MG: 4	GD: 0	KY.4.W.C.EU.4 Students will understand that writing can be used to make meaning of one's own experience, as well as of other information/ideas.
MG: 4	GD: 0	KY.4.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from research or reading), explaining reflections or related connections (e.g., identifying relationships or one's own experiences, offering support for conclusions, organizing prior knowledge about a topic)
MG: 4	GD: 0	KY.4.W.P.SC.2 Students will prewrite: • determine the most appropriate form to meet needs of purpose and audience • generate ideas to support and develop controlling idea (e.g., journaling, webbing, freewriting, researching print and non-print sources, note-taking, interviewing, observation, surveying, imagining and creating novel ideas) • organize and present ideas by taking notes, quoting, paraphrasing, summarizing
MG: 4	GD: 0	KY.4.W.WC.EU.5 Students will understand that writers need to document sources/give credit for the ideas of others.
MG: 4	GD: 0	KY.4.W.WC.SC.6 Students will document ideas used from outside sources (e.g., citing authors or titles within the text; listing sources) when paraphrasing or summarizing

Cluster: Research to Build and Present Knowledge

CCSS: **CC.4.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.**

Grade: 4 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 4	GD: 0	KY.4.R.I.EU.1 Students will understand that interpretations of text involve linking information across parts of a text and determining importance of the information presented.
MG: 4	GD: 0	KY.4.R.I.EU.2 Students will understand that references from texts provide evidence to support conclusions about the message, the information presented, or the author's perspective.
MG: 4	GD: 0	KY.4.R.I.EU.3 Students will understand that authors make intentional choices that are designed to produce a desired effect on the reader.

MG: 4	GD: 0	KY.4.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from research or reading), explaining reflections or related connections (e.g., identifying relationships or one's own experiences, offering support for conclusions, organizing prior knowledge about a topic)
MG: 4	GD: 0	KY.4.W.P.SC.2 Students will prewrite: • determine the most appropriate form to meet needs of purpose and audience • generate ideas to support and develop controlling idea (e.g., journaling, webbing, freewriting, researching print and non-print sources, note-taking, interviewing, observation, surveying, imagining and creating novel ideas) • organize and present ideas by taking notes, quoting, paraphrasing, summarizing

Cluster: Research to Build and Present Knowledge

CCSS: **CC.4.W.9.a Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."),**

Grade: 4 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: WRITING Notes: state standard is not specifically connected to reading literature standards

MG: 4	GD: 0	KY.4.R.I.EU.2 Students will understand that references from texts provide evidence to support conclusions about the message, the information presented, or the author's perspective.
MG: 4	GD: 0	KY.4.R.I.EU.3 Students will understand that authors make intentional choices that are designed to produce a desired effect on the reader.
MG: 4	GD: 0	KY.4.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from research or reading), explaining reflections or related connections (e.g., identifying relationships or one's own experiences, offering support for conclusions, organizing prior knowledge about a topic)

Cluster: Research to Build and Present Knowledge

CCSS: **CC.4.W.9.b Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").**

Grade: 4 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: WRITING Notes: state standard is not specifically connected to the reading informational standards

MG: 4	GD: 0	KY.4.R.I.EU.1 Students will understand that interpretations of text involve linking information across parts of a text and determining importance of the information presented.
MG: 4	GD: 0	KY.4.R.I.EU.2 Students will understand that references from texts provide evidence to support conclusions about the message, the information presented, or the author's perspective.
MG: 4	GD: 0	KY.4.R.I.EU.3 Students will understand that authors make intentional choices that are designed to produce a desired effect on the reader.
MG: 4	GD: 0	KY.4.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from research or reading), explaining reflections or related connections (e.g., identifying relationships or one's own experiences, offering support for conclusions, organizing prior knowledge about a topic)

Cluster: Range of Writing

CCSS: **CC.4.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.**

Grade: 4

DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING

Notes: the state standard implies that writing for authentic purposes includes writing over extended time frames; general connection for reasons to write (state standards include wtl, wtdl and wf)

MG: 4	GD: 0	KY.4.W.C.EU.1 Students will understand that there are many reasons for students to write including writing-to-learn, writing-to-demonstrate learning and writing for authentic purposes and audiences.
MG: 4	GD: 0	KY.4.W.C.SC.1 Students will write to learn by applying strategies effectively (e.g., learning logs, reflections)
MG: 4	GD: 0	KY.4.W.C.SC.2 Students will write to demonstrate learning and understanding of content knowledge (e.g., journals, summaries)
MG: 4	GD: 0	KY.4.W.C.SC.3 Students will write for a variety of authentic purposes and audiences: • communicate about personal experiences and relationships • communicate through authentic literary forms to make meaning about the human condition • communicate through authentic transactive purposes for writing (e.g. informing, describing, explaining, persuading) • analyze and communicate reflectively about literacy goals • analyze and address needs of intended audience • adjust the writing style (formal, informal) for intended audience

Cluster: Text Types and Purposes

CCSS: **CC.5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.**

Grade: 5 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes: writing concepts for state standards are general and do not reference writing opinions

MG: 5	GD: 0	KY.5.W.C.EU.1 Students will understand that there are many reasons for students to write including writing-to-learn, writing-to-demonstrate learning and writing for authentic purposes and audiences.
MG: 5	GD: 0	KY.5.W.C.EU.2 Students will understand that different forms of writing are appropriate for different purposes and audiences across content areas and have different features (e.g. journals, on-demand responses, narratives, articles).
MG: 5	GD: 0	KY.5.W.C.EU.3 Students will understand that to be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.
MG: 5	GD: 0	KY.5.W.C.EU.4 Students will understand that writing can be used to make meaning of one's own experience, as well as of other information/ideas.
MG: 5	GD: 0	KY.5.W.C.SC.3 Students will write for a variety of authentic purposes and audiences: • communicate about the significance of personal experiences and relationships • communicate through authentic literary forms to make meaning about the human condition • communicate through authentic transactive purposes for writing (e.g. informing, describing, explaining, persuading, analyzing) • analyze and communicate reflectively about literacy goals • analyze and address needs of intended audience • adjust the writing style (formal, informal) for intended audience
MG: 5	GD: 0	KY.5.W.C.SC.4 Students will communicate purpose, focus, and controlling idea authentic to the writer
MG: 5	GD: 0	KY.5.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing
MG: 5	GD: 0	KY.5.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from research or reading), explaining reflections or related connections (e.g., identifying relationships and own experiences, offering support for conclusions, organizing prior knowledge about a topic)
MG: 5	GD: 0	KY.5.W.P.SC.1 Students will focus: establish and maintain a controlling idea on a selected topic
MG: 5	GD: 0	KY.5.W.S.SC.3 Students will establish a context for the reader and a controlling idea in the introduction; develop the piece sufficiently, arranging ideas in meaningful order; and conclude effectively

Cluster: Text Types and Purposes

CCSS: **CC.5.W.1.a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.**

Grade: 5 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 5	GD: 0	KY.5.W.P.SC.1 Students will focus: establish and maintain a controlling idea on a selected topic
MG: 5	GD: 0	KY.5.W.S.EU.2 Students will understand that different types of structures are appropriate for different purposes, audiences and different forms of writing. Paragraphs and whole texts must be unified and coherent.
MG: 5	GD: 0	KY.5.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.

MG: 5	GD: 0	KY.5.W.S.SC.2 Students will develop analytical structures appropriate to purpose (e.g., sequence, problem/solution, description, question/answer, cause/effect, compare/contrast, chronology)
MG: 5	GD: 0	KY.5.W.S.SC.3 Students will establish a context for the reader and a controlling idea in the introduction; develop the piece sufficiently, arranging ideas in meaningful order; and conclude effectively

Cluster: Text Types and Purposes

CCSS: **CC.5.W.1.b Provide logically ordered reasons that are supported by facts and details.**

Grade: 5 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 5	GD: 0	KY.5.W.C.EU.3 Students will understand that to be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.
MG: 5	GD: 0	KY.5.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing
MG: 5	GD: 0	KY.5.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from research or reading), explaining reflections or related connections (e.g., identifying relationships and own experiences, offering support for conclusions, organizing prior knowledge about a topic)
MG: 5	GD: 0	KY.5.W.C.SC.8 Students will provide sufficient details for clear understanding

Cluster: Text Types and Purposes

CCSS: **CC.5.W.1.c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).**

Grade: 5 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 5	GD: 0	KY.5.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.
MG: 5	GD: 0	KY.5.W.S.SC.5 Students will use a variety of transitions (e.g., time, order of sequence) and/or transitional elements (e.g., white space, ellipses) effectively

Cluster: Text Types and Purposes

CCSS: **CC.5.W.1.d Provide a concluding statement or section related to the opinion presented.**

Grade: 5 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 5	GD: 0	KY.5.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.
MG: 5	GD: 0	KY.5.W.S.SC.3 Students will establish a context for the reader and a controlling idea in the introduction; develop the piece sufficiently, arranging ideas in meaningful order; and conclude effectively

Cluster: Text Types and Purposes

CCSS: **CC.5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**

Grade: 5 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes: state standards establish writing expectations in general, not specific to informative/explanatory texts

MG: 5	GD: 0	KY.5.W.C.EU.1 Students will understand that there are many reasons for students to write including writing-to-learn, writing-to-demonstrate learning and writing for authentic purposes and audiences.
MG: 5	GD: 0	KY.5.W.C.EU.2 Students will understand that different forms of writing are appropriate for different purposes and audiences across content areas and have different features (e.g. journals, on-demand responses, narratives, articles).
MG: 5	GD: 0	KY.5.W.C.EU.3 Students will understand that to be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.
MG: 5	GD: 0	KY.5.W.C.EU.4 Students will understand that writing can be used to make meaning of one's own experience, as well as of other information/ideas.
MG: 5	GD: 0	KY.5.W.C.SC.2 Students will write to demonstrate learning and understanding of content knowledge (e.g., on-demand responses, open-responses, expository reports)
MG: 5	GD: 0	KY.5.W.C.SC.3 Students will write for a variety of authentic purposes and audiences: • communicate about the significance of personal experiences and relationships • communicate through authentic literary forms to make meaning about the human condition • communicate through authentic transactive purposes for writing (e.g. informing, describing, explaining, persuading, analyzing) • analyze and communicate reflectively about literacy goals • analyze and address needs of intended audience • adjust the writing style (formal, informal) for intended audience
MG: 5	GD: 0	KY.5.W.C.SC.4 Students will communicate purpose, focus, and controlling idea authentic to the writer
MG: 5	GD: 0	KY.5.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing
MG: 5	GD: 0	KY.5.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from research or reading), explaining reflections or related connections (e.g., identifying relationships and own experiences, offering support for conclusions, organizing prior knowledge about a topic)
MG: 5	GD: 0	KY.5.W.P.SC.1 Students will focus: establish and maintain a controlling idea on a selected topic
MG: 5	GD: 0	KY.5.W.S.SC.3 Students will establish a context for the reader and a controlling idea in the introduction; develop the piece sufficiently, arranging ideas in meaningful order; and conclude effectively

Cluster: Text Types and Purposes

CCSS: **CC.5.W.2.a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.**

Grade: 5 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 5	GD: 0	KY.5.W.C.SC.4 Students will communicate purpose, focus, and controlling idea authentic to the writer
MG: 5	GD: 0	KY.5.W.P.SC.1 Students will focus: establish and maintain a controlling idea on a selected topic
MG: 5	GD: 0	KY.5.W.S.EU.2 Students will understand that different types of structures are appropriate for different purposes, audiences and different forms of writing. Paragraphs and whole texts must be unified and coherent.
MG: 5	GD: 0	KY.5.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.

MG: 5	GD: 0	KY.5.W.S.SC.3 Students will establish a context for the reader and a controlling idea in the introduction; develop the piece sufficiently, arranging ideas in meaningful order; and conclude effectively
MG: 5	GD: 0	KY.5.W.S.SC.7 Students will incorporate text features (e.g., numbering, bullets, subheadings, white space, pictures, labels, diagrams, charts, embedded visuals, shape in poetry) to enhance clarity and meaning

Cluster: Text Types and Purposes

CCSS: **CC.5.W.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.**

Grade: 5 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 5	GD: 0	KY.5.W.C.EU.3 Students will understand that to be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.
MG: 5	GD: 0	KY.5.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing
MG: 5	GD: 0	KY.5.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from research or reading), explaining reflections or related connections (e.g., identifying relationships and own experiences, offering support for conclusions, organizing prior knowledge about a topic)
MG: 5	GD: 0	KY.5.W.C.SC.8 Students will provide sufficient details for clear understanding

Cluster: Text Types and Purposes

CCSS: **CC.5.W.2.c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).**

Grade: 5 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 5	GD: 0	KY.5.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.
MG: 5	GD: 0	KY.5.W.S.SC.5 Students will use a variety of transitions (e.g., time, order of sequence) and/or transitional elements (e.g., white space, ellipses) effectively

Cluster: Text Types and Purposes

CCSS: **CC.5.W.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.**

Grade: 5 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 5	GD: 0	KY.5.W.WC.EU.1 Students will understand that writers need to choose their language with care, depending on the content, purpose and audience.
MG: 5	GD: 0	KY.5.W.WC.EU.2 Students will understand that language should be concise and precise. Strong verbs and nouns, concrete details and sensory language help make meaning clear to the reader.
MG: 5	GD: 0	KY.5.W.WC.SC.1 Students will choose precise and descriptive language for clarity, richness and/or its effect on the reader (words with multiple meanings, words that imply different shades of meaning strong nouns and verbs, concrete and sensory details, figurative language - simple metaphors, personification)
MG: 5	GD: 0	KY.5.W.WC.SC.2 Students will use specialized content vocabulary and words used for specific contexts, as needed

Cluster: Text Types and Purposes

CCSS: **CC.5.W.2.e Provide a concluding statement or section related to the information or explanation presented.**

Grade: 5 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes: state standard includes and extends beyond CCSS

MG: 5	GD: 0	KY.5.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.
MG: 5	GD: 0	KY.5.W.S.SC.3 Students will establish a context for the reader and a controlling idea in the introduction; develop the piece sufficiently, arranging ideas in meaningful order; and conclude effectively

Cluster: Text Types and Purposes

CCSS: **CC.5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**

Grade: 5 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes: general connection; no reference to narrative in state standards

MG: 5	GD: 0	KY.5.W.C.EU.1 Students will understand that there are many reasons for students to write including writing-to-learn, writing-to-demonstrate learning and writing for authentic purposes and audiences.
MG: 5	GD: 0	KY.5.W.C.EU.2 Students will understand that different forms of writing are appropriate for different purposes and audiences across content areas and have different features (e.g. journals, on-demand responses, narratives, articles).
MG: 5	GD: 0	KY.5.W.C.EU.3 Students will understand that to be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.
MG: 5	GD: 0	KY.5.W.C.EU.4 Students will understand that writing can be used to make meaning of one's own experience, as well as of other information/ideas.
MG: 5	GD: 0	KY.5.W.C.SC.3 Students will write for a variety of authentic purposes and audiences: • communicate about the significance of personal experiences and relationships • communicate through authentic literary forms to make meaning about the human condition • communicate through authentic transactive purposes for writing (e.g. informing, describing, explaining, persuading, analyzing) • analyze and communicate reflectively about literacy goals • analyze and address needs of intended audience • adjust the writing style (formal, informal) for intended audience
MG: 5	GD: 0	KY.5.W.C.SC.4 Students will communicate purpose, focus, and controlling idea authentic to the writer
MG: 5	GD: 0	KY.5.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing
MG: 5	GD: 0	KY.5.W.P.SC.1 Students will focus: establish and maintain a controlling idea on a selected topic
MG: 5	GD: 0	KY.5.W.S.SC.3 Students will establish a context for the reader and a controlling idea in the introduction; develop the piece sufficiently, arranging ideas in meaningful order; and conclude effectively
MG: 5	GD: 0	KY.5.W.S.SC.6 Students will apply organizational devices (e.g., foreshadowing, flashback) to achieve intended effect on audience

Cluster: Text Types and Purposes

CCSS: **CC.5.W.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.**

Grade: 5 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes: state standards are more broad; does not address establishing narrator or characters.

MG: 5	GD: 0	KY.5.W.C.SC.4 Students will communicate purpose, focus, and controlling idea authentic to the writer
MG: 5	GD: 0	KY.5.W.P.SC.1 Students will focus: establish and maintain a controlling idea on a selected topic
MG: 5	GD: 0	KY.5.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.
MG: 5	GD: 0	KY.5.W.S.SC.3 Students will establish a context for the reader and a controlling idea in the introduction; develop the piece sufficiently, arranging ideas in meaningful order; and conclude effectively

Cluster: Text Types and Purposes

CCSS: **CC.5.W.3.b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.**

Grade: 5 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes: state standard more general; does not address narrative techniques such as dialogue

MG: 5	GD: 0	KY.5.W.C.EU.3 Students will understand that to be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.
MG: 5	GD: 0	KY.5.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing
MG: 5	GD: 0	KY.5.W.C.SC.8 Students will provide sufficient details for clear understanding

Cluster: Text Types and Purposes

CCSS: **CC.5.W.3.c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.**

Grade: 5 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 5	GD: 0	KY.5.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.
MG: 5	GD: 0	KY.5.W.S.SC.5 Students will use a variety of transitions (e.g., time, order of sequence) and/or transitional elements (e.g., white space, ellipses) effectively

Cluster: Text Types and Purposes

CCSS: **CC.5.W.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.**

Grade: 5 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 5	GD: 0	KY.5.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing
MG: 5	GD: 0	KY.5.W.C.SC.8 Students will provide sufficient details for clear understanding
MG: 5	GD: 0	KY.5.W.WC.EU.1 Students will understand that writers need to choose their language with care, depending on the content, purpose and audience.

MG: 5	GD: 0	KY.5.W.WC.EU.2 Students will understand that language should be concise and precise. Strong verbs and nouns, concrete details and sensory language help make meaning clear to the reader.
MG: 5	GD: 0	KY.5.W.WC.SC.1 Students will choose precise and descriptive language for clarity, richness and/or its effect on the reader (words with multiple meanings, words that imply different shades of meaning strong nouns and verbs, concrete and sensory details, figurative language - simple metaphors, personification)

Cluster: Text Types and Purposes

CCSS: **CC.5.W.3.e Provide a conclusion that follows from the narrated experiences or events.**

Grade: 5 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 5	GD: 0	KY.5.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.
MG: 5	GD: 0	KY.5.W.S.SC.3 Students will establish a context for the reader and a controlling idea in the introduction; develop the piece sufficiently, arranging ideas in meaningful order; and conclude effectively

Cluster: Production and Distribution of Writing

CCSS: **CC.5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)**

Grade: 5 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 5	GD: 0	KY.5.W.C.EU.3 Students will understand that to be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.
MG: 5	GD: 0	KY.5.W.C.SC.3 Students will write for a variety of authentic purposes and audiences: • communicate about the significance of personal experiences and relationships • communicate through authentic literary forms to make meaning about the human condition • communicate through authentic transactive purposes for writing (e.g. informing, describing, explaining, persuading, analyzing) • analyze and communicate reflectively about literacy goals • analyze and address needs of intended audience • adjust the writing style (formal, informal) for intended audience
MG: 5	GD: 0	KY.5.W.C.SC.4 Students will communicate purpose, focus, and controlling idea authentic to the writer
MG: 5	GD: 0	KY.5.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing
MG: 5	GD: 0	KY.5.W.S.EU.2 Students will understand that different types of structures are appropriate for different purposes, audiences and different forms of writing. Paragraphs and whole texts must be unified and coherent.
MG: 5	GD: 0	KY.5.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.
MG: 5	GD: 0	KY.5.W.S.SC.2 Students will develop analytical structures appropriate to purpose (e.g., sequence, problem/solution, description, question/answer, cause/effect, compare/contrast, chronology)

Cluster: Production and Distribution of Writing

CCSS: **CC.5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.(Editing for conventions should demonstrate command of Language standards 1–3up to and including grade 5 on page 29.)**

Grade: 5 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 5	GD: 0	KY.5.W.P.EU.1 Students will understand that the writing process is a helpful tool in constructing and demonstrating meaning of content (whether personal expressive, literary, academic or practical) through writing.
MG: 5	GD: 0	KY.5.W.P.EU.2 Students will understand that the stages are sometimes recursive (e.g., in the process of revising, a writer sometimes returns to earlier stages of the process).
MG: 5	GD: 0	KY.5.W.P.EU.3 Students will understand that writers work through the process at different rates. Often, the process is enhanced by conferencing with others.
MG: 5	GD: 0	KY.5.W.P.SC.2 Students will prewrite: • determine the most appropriate form to meet needs of purpose and audience • generate ideas to support and develop controlling idea (e.g., journaling, webbing, free writes, researching print and non-print sources, note-taking, interviewing, observation, surveying, imagining and creating novel ideas) • organize and present ideas by taking notes, quoting, paraphrasing, summarizing
MG: 5	GD: 0	KY.5.W.P.SC.3 Students will draft: • determine how, when and whether to use visuals (e.g., illustrations, charts, diagrams, photographs) or technologies (e.g., digital images) in addition to written communication • logically introduce and incorporate quotes
MG: 5	GD: 0	KY.5.W.P.SC.4 Students will revise: • reflect on own writing • confer with peers and other writing conferencing partners to critically analyze one's own work and the work of others • confer to determine where to add, delete, rearrange, define/redefine or elaborate content so that writing is coherent and effective for intended audience, then make revisions • identify and develop topic sentences, making sure ideas are supported appropriately with relevant details and that sentences are in sequential order; insert new sentences and delete unnecessary ones; develop effective introductions and conclusions; eliminate redundant words; choose most specific words
MG: 5	GD: 0	KY.5.W.P.SC.5 Students will edit for appropriate language usage, sentence structure, spelling, capitalization, punctuation and proper documentation of sources

Cluster: Production and Distribution of Writing

CCSS: **CC.5.W.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.**

Grade: 5 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes: state standards do not address keyboarding skills or use of technology to produce/publish writing or to interact and collaborate w/others

MG: 4-5	GD: 1	KY.4-5.I.EU.4 Students will understand that collaboration involves sharing new ideas with others. Shared knowledge is a community-building process, and the meaning of research/investigation takes on greater relevance in the context of the learner's society. Comparing notes, discussing conclusions, and sharing experiences are all examples of this process in action.
MG: 5	GD: 0	KY.5.W.P.SC.3 Students will draft: • determine how, when and whether to use visuals (e.g., illustrations, charts, diagrams, photographs) or technologies (e.g., digital images) in addition to written communication • logically introduce and incorporate quotes
MG: 5	GD: 0	KY.5.W.P.SC.6 Students will publish to produce products for intended audience: • present written material using basic software programs and graphics when developmentally appropriate (e.g., charts, tables) • present final work in a neat, legible form

Cluster: Research to Build and Present Knowledge

CCSS: **CC.5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.**

Grade: 5 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes: state standards include and extend beyond CCSS

MG: 4-5	GD: 1	KY.4-5.I.EU.1 Students will understand that the inquiry process is used to investigate topics or questions important to the researcher. Questions are redefined throughout the learning process. The researcher may revise the question, refine a line of query, or go in a direction that the original question did not anticipate.
MG: 4-5	GD: 1	KY.4-5.I.EU.2 Students will understand that many methods of and sources for investigation exist, including interview, observation, survey, viewing, experimenting, and critical reading. The ability to synthesize meaning is the creative spark that forms new knowledge.
MG: 4-5	GD: 1	KY.4-5.I.EU.5 Students will understand that reflection is ongoing and integral to the inquiry and research processes and involves taking the time to look back at the question, the research strategy, and the conclusions made. The learner evaluates, makes observations, and possibly makes new decisions.
MG: 5	GD: 0	KY.5.W.C.SC.2 Students will write to demonstrate learning and understanding of content knowledge (e.g., on-demand responses, open-responses, expository reports)
MG: 5	GD: 0	KY.5.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from research or reading), explaining reflections or related connections (e.g., identifying relationships and own experiences, offering support for conclusions, organizing prior knowledge about a topic)
MG: 5	GD: 0	KY.5.W.P.SC.2 Students will prewrite: • determine the most appropriate form to meet needs of purpose and audience • generate ideas to support and develop controlling idea (e.g., journaling, webbing, free writes, researching print and non-print sources, note-taking, interviewing, observation, surveying, imagining and creating novel ideas) • organize and present ideas by taking notes, quoting, paraphrasing, summarizing

Cluster: Research to Build and Present Knowledge

CCSS: **CC.5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.**

Grade: 5 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 5	GD: 0	KY.5.SLO.SC.4 In formal speaking situations, students will document ideas from outside sources (e.g., citing authors, titles, websites)
MG: 5	GD: 0	KY.5.W.C.EU.4 Students will understand that writing can be used to make meaning of one's own experience, as well as of other information/ideas.
MG: 5	GD: 0	KY.5.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from research or reading), explaining reflections or related connections (e.g., identifying relationships and own experiences, offering support for conclusions, organizing prior knowledge about a topic)
MG: 5	GD: 0	KY.5.W.WC.EU.5 Students will understand that writers need to document sources/give credit for the ideas of others.
MG: 5	GD: 0	KY.5.W.WC.SC.7 Students will document ideas used from outside sources (e.g., citing authors or titles within the text; listing sources) when paraphrasing, summarizing, quoting or using graphics

Cluster: Research to Build and Present Knowledge

CCSS: **CC.5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.**

Grade: 5 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 5	GD: 0	KY.5.R.I.EU.1 Students will understand that interpretations of text involve linking information across parts of a text and determining importance of the information presented.
MG: 5	GD: 0	KY.5.R.I.EU.2 Students will understand that references from texts provide evidence to support conclusions drawn about the message, the information presented, or the author's perspective.
MG: 5	GD: 0	KY.5.R.I.EU.3 Students will understand that authors make intentional choices that are designed to produce a desired effect on the reader.
MG: 5	GD: 0	KY.5.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from research or reading), explaining reflections or related connections (e.g., identifying relationships and own experiences, offering support for conclusions, organizing prior knowledge about a topic)
MG: 5	GD: 0	KY.5.W.P.SC.2 Students will prewrite: • determine the most appropriate form to meet needs of purpose and audience • generate ideas to support and develop controlling idea (e.g., journaling, webbing, free writes, researching print and non-print sources, note-taking, interviewing, observation, surveying, imagining and creating novel ideas) • organize and present ideas by taking notes, quoting, paraphrasing, summarizing

Cluster: Research to Build and Present Knowledge

CCSS: **CC.5.W.9.a Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").**

Grade: 5 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes: state standard not specific to reading literature standards

MG: 5	GD: 0	KY.5.R.I.EU.2 Students will understand that references from texts provide evidence to support conclusions drawn about the message, the information presented, or the author's perspective.
MG: 5	GD: 0	KY.5.R.I.EU.3 Students will understand that authors make intentional choices that are designed to produce a desired effect on the reader.
MG: 5	GD: 0	KY.5.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from research or reading), explaining reflections or related connections (e.g., identifying relationships and own experiences, offering support for conclusions, organizing prior knowledge about a topic)

Cluster: Research to Build and Present Knowledge

CCSS: **CC.5.W.9.b Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").**

Grade: 5 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes: state standard not specific to reading informational text standards

MG: 5	GD: 0	KY.5.R.I.EU.1 Students will understand that interpretations of text involve linking information across parts of a text and determining importance of the information presented.
MG: 5	GD: 0	KY.5.R.I.EU.2 Students will understand that references from texts provide evidence to support conclusions drawn about the message, the information presented, or the author's perspective.
MG: 5	GD: 0	KY.5.R.I.EU.3 Students will understand that authors make intentional choices that are designed to produce a desired effect on the reader.
MG: 5	GD: 0	KY.5.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from research or reading), explaining reflections or related connections (e.g., identifying relationships and own experiences, offering support for conclusions, organizing prior knowledge about a topic)

Cluster: Range of Writing

CCSS: **CC.5.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.**

Grade: 5 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes: wtl, wtdl could be included in the writing for shorter time frames

MG: 5	GD: 0	KY.5.W.C.EU.1 Students will understand that there are many reasons for students to write including writing-to-learn, writing-to-demonstrate learning and writing for authentic purposes and audiences.
MG: 5	GD: 0	KY.5.W.C.SC.1 Students will write to learn by applying strategies effectively (e.g., learning logs, grammar notebooks)
MG: 5	GD: 0	KY.5.W.C.SC.2 Students will write to demonstrate learning and understanding of content knowledge (e.g., on-demand responses, open-responses, expository reports)
MG: 5	GD: 0	KY.5.W.C.SC.3 Students will write for a variety of authentic purposes and audiences: • communicate about the significance of personal experiences and relationships • communicate through authentic literary forms to make meaning about the human condition • communicate through authentic transactive purposes for writing (e.g. informing, describing, explaining, persuading, analyzing) • analyze and communicate reflectively about literacy goals • analyze and address needs of intended audience • adjust the writing style (formal, informal) for intended audience

Cluster: Text Types and Purposes

CCSS: **CC.6.W.1 Write arguments to support claims with clear reasons and relevant evidence.**

Grade: 6 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 6	GD: 0	KY.6.W.C.EU.2 Students will understand that different forms of writing are appropriate for different purposes and audiences across the content areas and have different features (e.g., personal narrative, informational reports/articles, poetry, response to text).
MG: 6	GD: 0	KY.6.W.C.EU.3 Students will understand that to be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.
MG: 6	GD: 0	KY.6.W.C.SC.3 Students will write for a variety of authentic purposes and audiences: • communicate about the significance of personal experiences and relationships • communicate through authentic literary forms to make meaning about the human condition • communicate through authentic transactive purposes for writing (e.g. informing, describing, explaining, persuading, analyzing) • analyze and communicate reflectively about literacy goals • analyze and address needs of intended audience • adjust the writing style (formal, informal) for intended audience
MG: 6	GD: 0	KY.6.W.C.SC.4 Students will communicate purpose, focus, and controlling ideas authentic to the writer
MG: 6	GD: 0	KY.6.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing
MG: 6	GD: 0	KY.6.W.S.EU.2 Students will understand that different types of structures are appropriate for different purposes, audiences and different forms of writing. Paragraphs and whole texts must be unified and coherent.
MG: 6	GD: 0	KY.6.W.S.SC.6 Students will apply organizational devices (e.g., foreshadowing, flashback) to achieve intended effect on audience
MG: 6	GD: 0	KY.6.W.WC.SC.2 Students will use specialized content vocabulary and words used for specific contexts, as needed

Cluster: Text Types and Purposes

CCSS: **CC.6.W.1.a Introduce claim(s) and organize the reasons and evidence clearly.**

Grade: 6 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 6	GD: 0	KY.6.W.S.SC.2 Students will develop analytical structures appropriate to purpose (e.g., sequence, problem/solution, description, question/answer, cause/effect, compare/contrast, chronology)
MG: 6	GD: 0	KY.6.W.S.SC.4 Students will create unified and coherent paragraphs; apply paragraph structures (block and indented) consistently and appropriately

Cluster: Text Types and Purposes

CCSS: **CC.6.W.1.b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.**

Grade: 6 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 6	GD: 0	KY.6.W.C.EU.3 Students will understand that to be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.
MG: 6	GD: 0	KY.6.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing

MG: 6	GD: 0	KY.6.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from research, reading, discussion, other content areas), explaining reflections or related connections (e.g., identifying relationships, drawing conclusions, offering support for conclusions, organizing prior knowledge about a topic)
MG: 6	GD: 0	KY.6.W.C.SC.8 Students will provide sufficient details and appropriate depth of elaboration for clear understanding

Cluster: Text Types and Purposes

CCSS: **CC.6.W.1.c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.**

Grade: 6 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 6	GD: 0	KY.6.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.
MG: 6	GD: 0	KY.6.W.S.SC.6 Students will apply organizational devices (e.g., foreshadowing, flashback) to achieve intended effect on audience

Cluster: Text Types and Purposes

CCSS: **CC.6.W.1.d Establish and maintain a formal style.**

Grade: 6 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 6	GD: 0	KY.6.W.C.SC.3 Students will write for a variety of authentic purposes and audiences: • communicate about the significance of personal experiences and relationships • communicate through authentic literary forms to make meaning about the human condition • communicate through authentic transactive purposes for writing (e.g. informing, describing, explaining, persuading, analyzing) • analyze and communicate reflectively about literacy goals • analyze and address needs of intended audience • adjust the writing style (formal, informal) for intended audience
MG: 6	GD: 0	KY.6.W.C.SC.9 Students will use and sustain suitable voice or tone

Cluster: Text Types and Purposes

CCSS: **CC.6.W.1.e Provide a concluding statement or section that follows from the argument presented.**

Grade: 6 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 6	GD: 0	KY.6.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.
MG: 6	GD: 0	KY.6.W.S.SC.4 Students will create unified and coherent paragraphs; apply paragraph structures (block and indented) consistently and appropriately

Cluster: Text Types and Purposes

CCSS: **CC.6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

Grade: 6 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 6	GD: 0	KY.6.W.C.EU.3 Students will understand that to be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.
MG: 6	GD: 0	KY.6.W.C.SC.1 Students will write to learn by applying strategies effectively (e.g., learning logs, response journals)
MG: 6	GD: 0	KY.6.W.C.SC.3 Students will write for a variety of authentic purposes and audiences: • communicate about the significance of personal experiences and relationships • communicate through authentic literary forms to make meaning about the human condition • communicate through authentic transactive purposes for writing (e.g. informing, describing, explaining, persuading, analyzing) • analyze and communicate reflectively about literacy goals • analyze and address needs of intended audience • adjust the writing style (formal, informal) for intended audience
MG: 6	GD: 0	KY.6.W.C.SC.4 Students will communicate purpose, focus, and controlling ideas authentic to the writer
MG: 6	GD: 0	KY.6.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing
MG: 6	GD: 0	KY.6.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from research, reading, discussion, other content areas), explaining reflections or related connections (e.g., identifying relationships, drawing conclusions, offering support for conclusions, organizing prior knowledge about a topic)
MG: 6	GD: 0	KY.6.W.C.SC.7 Students will communicate understanding of a complex idea or event from multiple perspectives
MG: 6	GD: 0	KY.6.W.P.SC.1 Students will focus: establish and maintain a controlling idea on a selected topic

Cluster: Text Types and Purposes

CCSS: **CC.6.W.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.**

Grade: 6 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 6	GD: 0	KY.6.R.D.SC.2 Students will identify the organizational pattern used (e.g., description, sequence, cause/effect, compare/contrast, logical/sequential) and explain how it helps in understanding the passage (e.g., organizing key ideas) and meeting the author's purpose
MG: 6	GD: 0	KY.6.W.P.SC.1 Students will focus: establish and maintain a controlling idea on a selected topic
MG: 6	GD: 0	KY.6.W.S.EU.2 Students will understand that different types of structures are appropriate for different purposes, audiences and different forms of writing. Paragraphs and whole texts must be unified and coherent.
MG: 6	GD: 0	KY.6.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.
MG: 6	GD: 0	KY.6.W.S.SC.2 Students will develop analytical structures appropriate to purpose (e.g., sequence, problem/solution, description, question/answer, cause/effect, compare/contrast, chronology)
MG: 6	GD: 0	KY.6.W.S.SC.3 Students will establish a context for the reader and a controlling idea in the introduction; develop the piece sufficiently, arranging ideas in meaningful order; and conclude effectively
MG: 6	GD: 0	KY.6.W.S.SC.6 Students will apply organizational devices (e.g., foreshadowing, flashback) to achieve intended effect on audience

Cluster: Text Types and Purposes

CCSS: **CC.6.W.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.**

Grade: 6 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 6	GD: 0	KY.6.W.C.EU.3 Students will understand that to be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.
MG: 6	GD: 0	KY.6.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing
MG: 6	GD: 0	KY.6.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from research, reading, discussion, other content areas), explaining reflections or related connections (e.g., identifying relationships, drawing conclusions, offering support for conclusions, organizing prior knowledge about a topic)
MG: 6	GD: 0	KY.6.W.C.SC.8 Students will provide sufficient details and appropriate depth of elaboration for clear understanding

Cluster: Text Types and Purposes

CCSS: **CC.6.W.2.c Use appropriate transitions to clarify the relationships among ideas and concepts.**

Grade: 6 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 6	GD: 0	KY.6.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.
MG: 6	GD: 0	KY.6.W.S.SC.5 Students will use a variety of transitions and/or transitional elements (e.g., ellipses, time transitions, white space) with intent

Cluster: Text Types and Purposes

CCSS: **CC.6.W.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.**

Grade: 6 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 6	GD: 0	KY.6.W.WC.EU.1 Students will understand that writers need to choose their language with care, depending on the content, purpose and audience.
MG: 6	GD: 0	KY.6.W.WC.EU.2 Students will understand that language should be concise and precise. Strong verbs and nouns, concrete details and sensory language help make meaning clear to the reader.
MG: 6	GD: 0	KY.6.W.WC.SC.1 Students will choose precise and descriptive language for clarity, richness and/or its effect on the reader (words with multiple meanings, words that imply different shades of meaning, words with literal and non-literal meanings, strong nouns and verbs, concrete and sensory details, figurative language - metaphors, similes, alliteration, personification)
MG: 6	GD: 0	KY.6.W.WC.SC.2 Students will use specialized content vocabulary and words used for specific contexts, as needed

Cluster: Text Types and Purposes

CCSS: **CC.6.W.2.e Establish and maintain a formal style.**

Grade: 6 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 6	GD: 0	KY.6.W.C.SC.3 Students will write for a variety of authentic purposes and audiences: • communicate about the significance of personal experiences and relationships • communicate through authentic literary forms to make meaning about the human condition • communicate through authentic transactive purposes for writing (e.g. informing, describing, explaining, persuading, analyzing) • analyze and communicate reflectively about literacy goals • analyze and address needs of intended audience • adjust the writing style (formal, informal) for intended audience
MG: 6	GD: 0	KY.6.W.C.SC.9 Students will use and sustain suitable voice or tone

Cluster: Text Types and Purposes

CCSS: **CC.6.W.2.f Provide a concluding statement or section that follows from the information or explanation presented.**

Grade: 6 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 6	GD: 0	KY.6.W.C.EU.3 Students will understand that to be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.
MG: 6	GD: 0	KY.6.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from research, reading, discussion, other content areas), explaining reflections or related connections (e.g., identifying relationships, drawing conclusions, offering support for conclusions, organizing prior knowledge about a topic)
MG: 6	GD: 0	KY.6.W.P.SC.4 Students will revise: • reflect on own writing • confer with peers and other writing conferencing partners to critically analyze one's own work and the work of others • confer to determine where to add, delete, rearrange, define/redefine or elaborate content so that writing is coherent and effective for intended audience, then make revisions • identify and develop topic sentences, making sure ideas are supported appropriately with relevant details and that sentences are in sequential order; insert new sentences and delete unnecessary ones; develop effective introductions and conclusions; eliminate redundant words; choose the most precise words available
MG: 6	GD: 0	KY.6.W.S.SC.4 Students will create unified and coherent paragraphs; apply paragraph structures (block and indented) consistently and appropriately

Cluster: Text Types and Purposes

CCSS: **CC.6.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**

Grade: 6 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 6	GD: 0	KY.6.W.C.EU.1 Students will understand that there are many reasons for all students to write including writing-to-learn, writing-to-demonstrate learning and writing for authentic purposes and audiences.
MG: 6	GD: 0	KY.6.W.C.EU.2 Students will understand that different forms of writing are appropriate for different purposes and audiences across the content areas and have different features (e.g., personal narrative, informational reports/articles, poetry, response to text).
MG: 6	GD: 0	KY.6.W.C.SC.4 Students will communicate purpose, focus, and controlling ideas authentic to the writer

MG: 6	GD: 0	KY.6.W.S.SC.6 Students will apply organizational devices (e.g., foreshadowing, flashback) to achieve intended effect on audience

Cluster: Text Types and Purposes

CCSS: **CC.6.W.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.**

Grade: 6 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 6	GD: 0	KY.6.W.C.EU.2 Students will understand that different forms of writing are appropriate for different purposes and audiences across the content areas and have different features (e.g., personal narrative, informational reports/articles, poetry, response to text).
MG: 6	GD: 0	KY.6.W.C.SC.3 Students will write for a variety of authentic purposes and audiences: • communicate about the significance of personal experiences and relationships • communicate through authentic literary forms to make meaning about the human condition • communicate through authentic transactive purposes for writing (e.g. informing, describing, explaining, persuading, analyzing) • analyze and communicate reflectively about literacy goals • analyze and address needs of intended audience • adjust the writing style (formal, informal) for intended audience
MG: 6	GD: 0	KY.6.W.C.SC.4 Students will communicate purpose, focus, and controlling ideas authentic to the writer
MG: 6	GD: 0	KY.6.W.P.SC.1 Students will focus: establish and maintain a controlling idea on a selected topic
MG: 6	GD: 0	KY.6.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.
MG: 6	GD: 0	KY.6.W.S.SC.3 Students will establish a context for the reader and a controlling idea in the introduction; develop the piece sufficiently, arranging ideas in meaningful order; and conclude effectively

Cluster: Text Types and Purposes

CCSS: **CC.6.W.3.b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.**

Grade: 6 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 6	GD: 0	KY.6.W.C.EU.3 Students will understand that to be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.
MG: 6	GD: 0	KY.6.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing
MG: 6	GD: 0	KY.6.W.C.SC.8 Students will provide sufficient details and appropriate depth of elaboration for clear understanding
MG: 6	GD: 0	KY.6.W.P.SC.4 Students will revise: • reflect on own writing • confer with peers and other writing conferencing partners to critically analyze one's own work and the work of others • confer to determine where to add, delete, rearrange, define/redefine or elaborate content so that writing is coherent and effective for intended audience, then make revisions • identify and develop topic sentences, making sure ideas are supported appropriately with relevant details and that sentences are in sequential order; insert new sentences and delete unnecessary ones; develop effective introductions and conclusions; eliminate redundant words; choose the most precise words available

Cluster: Text Types and Purposes

CCSS: **CC.6.W.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.**

Grade: 6 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 6	GD: 0	KY.6.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.
MG: 6	GD: 0	KY.6.W.S.SC.5 Students will use a variety of transitions and/or transitional elements (e.g., ellipses, time transitions, white space) with intent
MG: 6	GD: 0	KY.6.W.S.SC.6 Students will apply organizational devices (e.g., foreshadowing, flashback) to achieve intended effect on audience

Cluster: Text Types and Purposes

CCSS: **CC.6.W.3.d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.**

Grade: 6 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 6	GD: 0	KY.6.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing
MG: 6	GD: 0	KY.6.W.C.SC.8 Students will provide sufficient details and appropriate depth of elaboration for clear understanding
MG: 6	GD: 0	KY.6.W.S.EU.2 Students will understand that different types of structures are appropriate for different purposes, audiences and different forms of writing. Paragraphs and whole texts must be unified and coherent.

Cluster: Text Types and Purposes

CCSS: **CC.6.W.3.e Provide a conclusion that follows from the narrated experiences or events.**

Grade: 6 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 6	GD: 0	KY.6.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.
MG: 6	GD: 0	KY.6.W.S.SC.4 Students will create unified and coherent paragraphs; apply paragraph structures (block and indented) consistently and appropriately

Cluster: Production and Distribution of Writing

CCSS: **CC.6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)**

Grade: 6 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 6	GD: 0	KY.6.W.C.EU.3 Students will understand that to be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.

MG: 6	GD: 0	KY.6.W.C.SC.3 Students will write for a variety of authentic purposes and audiences: • communicate about the significance of personal experiences and relationships • communicate through authentic literary forms to make meaning about the human condition • communicate through authentic transactive purposes for writing (e.g. informing, describing, explaining, persuading, analyzing) • analyze and communicate reflectively about literacy goals • analyze and address needs of intended audience • adjust the writing style (formal, informal) for intended audience
MG: 6	GD: 0	KY.6.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing
MG: 6	GD: 0	KY.6.W.S.EU.2 Students will understand that different types of structures are appropriate for different purposes, audiences and different forms of writing. Paragraphs and whole texts must be unified and coherent.
MG: 6	GD: 0	KY.6.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.
MG: 6	GD: 0	KY.6.W.S.SC.2 Students will develop analytical structures appropriate to purpose (e.g., sequence, problem/solution, description, question/answer, cause/effect, compare/contrast, chronology)
MG: 6	GD: 0	KY.6.W.S.SC.4 Students will create unified and coherent paragraphs; apply paragraph structures (block and indented) consistently and appropriately

Cluster: Production and Distribution of Writing

CCSS: **CC.6.W.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.(Editing for conventions should demonstrate command of Language standards 1–3up to and including grade 6 on page53.)**

Grade: 6 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 6	GD: 0	KY.6.W.P.EU.1 Students will understand that the writing process is a helpful tool in constructing and demonstrating meaning of content (whether personal expressive, literary, academic or practical) through writing.
MG: 6	GD: 0	KY.6.W.P.EU.2 Students will understand that the stages are sometimes recursive (e.g. in the process of revising, a writer sometimes returns to earlier stages of the process).
MG: 6	GD: 0	KY.6.W.P.EU.3 Students will understand that writers work through the process at different rates. Often, the process is enhanced by conferencing with others.
MG: 6	GD: 0	KY.6.W.P.SC.2 Students will prewrite: • determine the most appropriate form to meet needs of purpose and audience • generate ideas to support and develop controlling idea (e.g., journaling, webbing, free writes, researching print/ non-print/ electronic sources, note-taking, interviewing, observation, viewing, surveying, imagining and creating novel ideas) • organize and present ideas by taking notes, quoting, paraphrasing, summarizing
MG: 6	GD: 0	KY.6.W.P.SC.3 Students will draft: • determine how, when and whether to use visuals (e.g., illustrations, charts, diagrams, photographs) or technologies (e.g., digital images, video) in lieu of or in addition to written communication • logically introduce and incorporate quotes
MG: 6	GD: 0	KY.6.W.P.SC.4 Students will revise: • reflect on own writing • confer with peers and other writing conferencing partners to critically analyze one's own work and the work of others • confer to determine where to add, delete, rearrange, define/redefine or elaborate content so that writing is coherent and effective for intended audience, then make revisions • identify and develop topic sentences, making sure ideas are supported appropriately with relevant details and that sentences are in sequential order; insert new sentences and delete unnecessary ones; develop effective introductions and conclusions; eliminate redundant words; choose the most precise words available
MG: 6	GD: 0	KY.6.W.P.SC.5 Students will edit for appropriate language usage, sentence structure, spelling, capitalization, punctuation and proper documentation of sources

MG: 6	GD: 0	KY.6.W.P.SC.7 Students will reflect and evaluate personal progress and skills in writing

Cluster: Production and Distribution of Writing

CCSS: **CC.6.W.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.**

Grade: 6 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 6	GD: 0	KY.6.W.P.SC.3 Students will draft: • determine how, when and whether to use visuals (e.g., illustrations, charts, diagrams, photographs) or technologies (e.g., digital images, video) in lieu of or in addition to written communication • logically introduce and incorporate quotes
MG: 6	GD: 0	KY.6.W.P.SC.6 Students will publish to produce products for intended audience: • present written material using digital presentation and graphics (e.g. charts and tables) • present final work in a neat, legible form
MG: 6-8	GD: 0 to -2	KY.6-8.I.EU.4 Students will understand that collaboration involves sharing new ideas with others. Shared knowledge is a community-building process, and the meaning of research/investigation takes on greater relevance in the context of the learner's society. Comparing notes, discussing conclusions, and sharing experiences are all examples of this process in action.

Cluster: Research to Build and Present Knowledge

CCSS: **CC.6.W.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.**

Grade: 6 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 6	GD: 0	KY.6.W.P.SC.2 Students will prewrite: • determine the most appropriate form to meet needs of purpose and audience • generate ideas to support and develop controlling idea (e.g., journaling, webbing, free writes, researching print/ non-print/ electronic sources, note-taking, interviewing, observation, viewing, surveying, imagining and creating novel ideas) • organize and present ideas by taking notes, quoting, paraphrasing, summarizing
MG: 6-8	GD: 0 to -2	KY.6-8.I.EU.1 Students will understand that the inquiry process is used to investigate topics or questions important to the researcher. Questions are redefined throughout the learning process. The researcher may revise the question, refine a line of query, or go in a direction that the original question did not anticipate.
MG: 6-8	GD: 0 to -2	KY.6-8.I.EU.3 Students will understand that inquiry integrates elements and processes of reading, writing, research, creative and critical thinking, and logic, and involves communicating findings through a product.
MG: 6-8	GD: 0 to -2	KY.6-8.I.EU.5 Students will understand that reflection is ongoing and integral to the inquiry and research processes and involves taking the time to look back at the question, the research strategy, and the conclusions made. The learner evaluates, makes observations, and possibly makes new decisions.

Cluster: Research to Build and Present Knowledge

CCSS: **CC.6.W.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.**

Grade: 6 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 6	GD: 0	KY.6.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from research, reading, discussion, other content areas), explaining reflections or related connections (e.g., identifying relationships, drawing conclusions, offering support for conclusions, organizing prior knowledge about a topic)
MG: 6	GD: 0	KY.6.W.P.SC.2 Students will prewrite: • determine the most appropriate form to meet needs of purpose and audience • generate ideas to support and develop controlling idea (e.g., journaling, webbing, free writes, researching print/ non-print/ electronic sources, note-taking, interviewing, observation, viewing, surveying, imagining and creating novel ideas) • organize and present ideas by taking notes, quoting, paraphrasing, summarizing
MG: 6	GD: 0	KY.6.W.WC.EU.5 Students will understand that writers need to document sources/give credit for the ideas of others.
MG: 6	GD: 0	KY.6.W.WC.SC.7 Students will document ideas used from outside sources (e.g., citing authors or titles within the text; listing print and non-print sources) when paraphrasing, summarizing, quoting or using graphics
MG: 6-8	GD: 0 to -2	KY.6-8.I.EU.1 Students will understand that the inquiry process is used to investigate topics or questions important to the researcher. Questions are redefined throughout the learning process. The researcher may revise the question, refine a line of query, or go in a direction that the original question did not anticipate.
MG: 6-8	GD: 0 to -2	KY.6-8.I.EU.2 Students will understand that many methods of and sources for investigation exist, including interview, observation, survey, viewing, experimenting, and critical reading. The ability to synthesize meaning is the creative spark that forms new knowledge.
MG: 6-8	GD: 0 to -2	KY.6-8.I.EU.3 Students will understand that inquiry integrates elements and processes of reading, writing, research, creative and critical thinking, and logic, and involves communicating findings through a product.

Cluster: Research to Build and Present Knowledge

CCSS: **CC.6.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.**

Grade: 6 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 6	GD: 0	KY.6.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from research, reading, discussion, other content areas), explaining reflections or related connections (e.g., identifying relationships, drawing conclusions, offering support for conclusions, organizing prior knowledge about a topic)
MG: 6	GD: 0	KY.6.W.P.SC.2 Students will prewrite: • determine the most appropriate form to meet needs of purpose and audience • generate ideas to support and develop controlling idea (e.g., journaling, webbing, free writes, researching print/ non-print/ electronic sources, note-taking, interviewing, observation, viewing, surveying, imagining and creating novel ideas) • organize and present ideas by taking notes, quoting, paraphrasing, summarizing
MG: 6-8	GD: 0 to -2	KY.6-8.I.EU.1 Students will understand that the inquiry process is used to investigate topics or questions important to the researcher. Questions are redefined throughout the learning process. The researcher may revise the question, refine a line of query, or go in a direction that the original question did not anticipate.

MG: 6-8	GD: 0 to -2	KY.6-8.I.EU.2 Students will understand that many methods of and sources for investigation exist, including interview, observation, survey, viewing, experimenting, and critical reading. The ability to synthesize meaning is the creative spark that forms new knowledge.
MG: 6-8	GD: 0 to -2	KY.6-8.I.EU.5 Students will understand that reflection is ongoing and integral to the inquiry and research processes and involves taking the time to look back at the question, the research strategy, and the conclusions made. The learner evaluates, makes observations, and possibly makes new decisions.

Cluster: Research to Build and Present Knowledge

CCSS: **CC.6.W.9.a Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories]in terms of their approaches to similar themes and topics").**

Grade: 6 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 6	GD: 0	KY.6.R.I.EU.2 Students will understand that references from texts provide evidence to support conclusions, the information presented, or the author's perspective.
MG: 6	GD: 0	KY.6.R.I.EU.3 Students will understand that authors make intentional choices that are designed to produce a desired effect on the reader.
MG: 6	GD: 0	KY.6.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from research, reading, discussion, other content areas), explaining reflections or related connections (e.g., identifying relationships, drawing conclusions, offering support for conclusions, organizing prior knowledge about a topic)

Cluster: Research to Build and Present Knowledge

CCSS: **CC.6.W.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").**

Grade: 6 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 6	GD: 0	KY.6.R.D.EU.2 Students will understand that references from texts provide evidence to support judgments made about why and how the text was developed, considering the content, organization and form.
MG: 6	GD: 0	KY.6.R.D.EU.5 Students will understand that judging the credibility of sources, evaluating arguments, and understanding and conveying information are essential skills.
MG: 6	GD: 0	KY.6.R.I.EU.2 Students will understand that references from texts provide evidence to support conclusions, the information presented, or the author's perspective.
MG: 6	GD: 0	KY.6.W.C.SC.3 Students will write for a variety of authentic purposes and audiences: • communicate about the significance of personal experiences and relationships • communicate through authentic literary forms to make meaning about the human condition • communicate through authentic transactive purposes for writing (e.g. informing, describing, explaining, persuading, analyzing) • analyze and communicate reflectively about literacy goals • analyze and address needs of intended audience • adjust the writing style (formal, informal) for intended audience
MG: 6	GD: 0	KY.6.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from research, reading, discussion, other content areas), explaining reflections or related connections (e.g., identifying relationships, drawing conclusions, offering support for conclusions, organizing prior knowledge about a topic)

MG: 6-8	GD: 0 to -2	KY.6-8.I.EU.1 Students will understand that the inquiry process is used to investigate topics or questions important to the researcher. Questions are redefined throughout the learning process. The researcher may revise the question, refine a line of query, or go in a direction that the original question did not anticipate.

Cluster: Range of Writing

CCSS: **CC.6.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.**

Grade: 6 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 6	GD: 0	KY.6.W.C.EU.1 Students will understand that there are many reasons for all students to write including writing-to-learn, writing-to-demonstrate learning and writing for authentic purposes and audiences.
MG: 6	GD: 0	KY.6.W.C.SC.1 Students will write to learn by applying strategies effectively (e.g., learning logs, response journals)
MG: 6	GD: 0	KY.6.W.C.SC.2 Students will write to demonstrate learning and understanding of content knowledge (e.g., journals, test answers, on-demand, research reports)
MG: 6	GD: 0	KY.6.W.C.SC.3 Students will write for a variety of authentic purposes and audiences: • communicate about the significance of personal experiences and relationships • communicate through authentic literary forms to make meaning about the human condition • communicate through authentic transactive purposes for writing (e.g. informing, describing, explaining, persuading, analyzing) • analyze and communicate reflectively about literacy goals • analyze and address needs of intended audience • adjust the writing style (formal, informal) for intended audience
MG: 6-8	GD: 0 to -2	KY.6-8.I.EU.5 Students will understand that reflection is ongoing and integral to the inquiry and research processes and involves taking the time to look back at the question, the research strategy, and the conclusions made. The learner evaluates, makes observations, and possibly makes new decisions.

Cluster: Text Types and Purposes

CCSS: **CC.7.W.1 Write arguments to support claims with clear reasons and relevant evidence.**

Grade: 7 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 7	GD: 0	KY.7.W.C.EU.2 Students will understand that different forms of writing are appropriate for different purposes and audiences across the content areas and have different features (e.g. editorials, self-reflective essays, summaries, responses to text).
MG: 7	GD: 0	KY.7.W.C.EU.3 Students will understand that to be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.
MG: 7	GD: 0	KY.7.W.C.SC.2 Students will write to demonstrate learning and understanding of content knowledge (e.g., class journals, explanations, lab reports, research paper)
MG: 7	GD: 0	KY.7.W.C.SC.3 Students will write for a variety of authentic purposes and audiences: • communicate about the significance of personal experiences and relationships • communicate through authentic literary forms to make meaning about the human condition • communicate through authentic transactive purposes for writing (e.g. informing, describing, explaining, persuading, analyzing) • analyze and communicate reflectively about literacy goals • analyze and address needs of intended audience • adjust the writing style (formal, informal, business) for intended audience
MG: 7	GD: 0	KY.7.W.C.SC.4 Students will communicate purpose, focus, and controlling ideas authentic to the writer
MG: 7	GD: 0	KY.7.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing
MG: 7	GD: 0	KY.7.W.C.SC.8 Students will provide sufficient details and appropriate depth of elaboration for clear understanding
MG: 7	GD: 0	KY.7.W.S.EU.2 Students will understand that different types of structures are appropriate for different purposes, audiences and different forms of writing. Paragraphs and whole texts must be unified and coherent.

Cluster: Text Types and Purposes

CCSS: **CC.7.W.1.a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.**

Grade: 7 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 7	GD: 0	KY.7.W.S.SC.2 Students will develop analytical structures appropriate to purpose (e.g., sequence, problem/solution, description, question/answer, cause/effect, compare/contrast, chronology)
MG: 7	GD: 0	KY.7.W.S.SC.4 Students will establish a context for the reader and a controlling idea in the introduction; develop the piece sufficiently, arranging ideas in meaningful order; and conclude the writing effectively

Cluster: Text Types and Purposes

CCSS: **CC.7.W.1.b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.**

Grade: 7 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 6	GD: 1	KY.6.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing

MG: 7	GD: 0	KY.7.W.C.EU.3 Students will understand that to be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.
MG: 7	GD: 0	KY.7.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from research, reading, discussion, or other content areas), explaining reflections or related connections (e.g., identifying relationships, drawing conclusions, offering support for conclusions, organizing prior knowledge about a topic)
MG: 7	GD: 0	KY.7.W.C.SC.8 Students will provide sufficient details and appropriate depth of elaboration for clear understanding

Cluster: Text Types and Purposes

CCSS: **CC.7.W.1.c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.**

Grade: 7 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 7	GD: 0	KY.7.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.
MG: 7	GD: 0	KY.7.W.S.SC.5 Students will create unified and coherent paragraphs; apply paragraph structures (block and indented) consistently and appropriately
MG: 7	GD: 0	KY.7.W.S.SC.6 Students will use a variety of transitions and/or transitional elements (e.g., ellipses, time transitions, white space) with intent
MG: 7	GD: 0	KY.7.W.WC.SC.2 Students will use specialized content vocabulary and words used for specific contexts, as needed

Cluster: Text Types and Purposes

CCSS: **CC.7.W.1.d Establish and maintain a formal style.**

Grade: 7 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 7	GD: 0	KY.7.W.C.SC.3 Students will write for a variety of authentic purposes and audiences: • communicate about the significance of personal experiences and relationships • communicate through authentic literary forms to make meaning about the human condition • communicate through authentic transactive purposes for writing (e.g. informing, describing, explaining, persuading, analyzing) • analyze and communicate reflectively about literacy goals • analyze and address needs of intended audience • adjust the writing style (formal, informal, business) for intended audience
MG: 7	GD: 0	KY.7.W.C.SC.9 Students will use and sustain suitable voice or tone

Cluster: Text Types and Purposes

CCSS: **CC.7.W.1.e Provide a concluding statement or section that follows from and supports the argument presented.**

Grade: 7 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 7	GD: 0	KY.7.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.
MG: 7	GD: 0	KY.7.W.S.SC.4 Students will establish a context for the reader and a controlling idea in the introduction; develop the piece sufficiently, arranging ideas in meaningful order; and conclude the writing effectively

Cluster: Text Types and Purposes

CCSS: **CC.7.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

Grade: 7 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 7	GD: 0	KY.7.W.C.EU.2 Students will understand that different forms of writing are appropriate for different purposes and audiences across the content areas and have different features (e.g. editorials, self-reflective essays, summaries, responses to text).
MG: 7	GD: 0	KY.7.W.C.EU.3 Students will understand that to be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.
MG: 7	GD: 0	KY.7.W.C.SC.1 Students will write to learn by applying strategies effectively (e.g., learning logs, exit/admit slips)
MG: 7	GD: 0	KY.7.W.C.SC.3 Students will write for a variety of authentic purposes and audiences: • communicate about the significance of personal experiences and relationships • communicate through authentic literary forms to make meaning about the human condition • communicate through authentic transactive purposes for writing (e.g. informing, describing, explaining, persuading, analyzing) • analyze and communicate reflectively about literacy goals • analyze and address needs of intended audience • adjust the writing style (formal, informal, business) for intended audience
MG: 7	GD: 0	KY.7.W.C.SC.4 Students will communicate purpose, focus, and controlling ideas authentic to the writer
MG: 7	GD: 0	KY.7.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from research, reading, discussion, or other content areas), explaining reflections or related connections (e.g., identifying relationships, drawing conclusions, offering support for conclusions, organizing prior knowledge about a topic)
MG: 7	GD: 0	KY.7.W.C.SC.7 Students will communicate understanding of a complex idea or event from multiple perspectives
MG: 7	GD: 0	KY.7.W.P.SC.1 Students will focus: establish and maintain a controlling idea on a selected topic

Cluster: Text Types and Purposes

CCSS: **CC.7.W.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.**

Grade: 7 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 7	GD: 0	KY.7.W.P.SC.1 Students will focus: establish and maintain a controlling idea on a selected topic
MG: 7	GD: 0	KY.7.W.S.EU.2 Students will understand that different types of structures are appropriate for different purposes, audiences and different forms of writing. Paragraphs and whole texts must be unified and coherent.
MG: 7	GD: 0	KY.7.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.
MG: 7	GD: 0	KY.7.W.S.SC.2 Students will develop analytical structures appropriate to purpose (e.g., sequence, problem/solution, description, question/answer, cause/effect, compare/contrast, chronology)

Cluster: Text Types and Purposes

CCSS: **CC.7.W.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.**

Grade: 7 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 7	GD: 0	KY.7.W.C.EU.3 Students will understand that to be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.
MG: 7	GD: 0	KY.7.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from research, reading, discussion, or other content areas), explaining reflections or related connections (e.g., identifying relationships, drawing conclusions, offering support for conclusions, organizing prior knowledge about a topic)
MG: 7	GD: 0	KY.7.W.C.SC.8 Students will provide sufficient details and appropriate depth of elaboration for clear understanding

Cluster: Text Types and Purposes

CCSS: **CC.7.W.2.c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.**

Grade: 7 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 7	GD: 0	KY.7.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.
MG: 7	GD: 0	KY.7.W.S.SC.5 Students will create unified and coherent paragraphs; apply paragraph structures (block and indented) consistently and appropriately
MG: 7	GD: 0	KY.7.W.S.SC.6 Students will use a variety of transitions and/or transitional elements (e.g., ellipses, time transitions, white space) with intent

Cluster: Text Types and Purposes

CCSS: **CC.7.W.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.**

Grade: 7 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 7	GD: 0	KY.7.W.C.SC.1 Students will write to learn by applying strategies effectively (e.g., learning logs, exit/admit slips)
MG: 7	GD: 0	KY.7.W.WC.EU.1 Students will understand that writers need to choose their language with care, depending on the content, purpose and audience.
MG: 7	GD: 0	KY.7.W.WC.EU.2 Students will understand that language should be concise and precise. Strong verbs and nouns, concrete details and sensory language help make meaning clear to the reader.
MG: 7	GD: 0	KY.7.W.WC.SC.2 Students will use specialized content vocabulary and words used for specific contexts, as needed

Cluster: Text Types and Purposes

CCSS: **CC.7.W.2.e Establish and maintain a formal style.**

Grade: 7 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 7	GD: 0	KY.7.W.C.SC.3 Students will write for a variety of authentic purposes and audiences: • communicate about the significance of personal experiences and relationships • communicate through authentic literary forms to make meaning about the human condition • communicate through authentic transactive purposes for writing (e.g. informing, describing, explaining, persuading, analyzing) • analyze and communicate reflectively about literacy goals • analyze and address needs of intended audience • adjust the writing style (formal, informal, business) for intended audience

Cluster: Text Types and Purposes

CCSS: **CC.7.W.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented.**

Grade: 7 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 7	GD: 0	KY.7.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from research, reading, discussion, or other content areas), explaining reflections or related connections (e.g., identifying relationships, drawing conclusions, offering support for conclusions, organizing prior knowledge about a topic)
MG: 7	GD: 0	KY.7.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.
MG: 7	GD: 0	KY.7.W.S.SC.4 Students will establish a context for the reader and a controlling idea in the introduction; develop the piece sufficiently, arranging ideas in meaningful order; and conclude the writing effectively

Cluster: Text Types and Purposes

CCSS: **CC.7.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**

Grade: 7 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 7	GD: 0	KY.7.W.C.EU.1 Students will understand that there are many reasons for all students to write including writing-to-learn, writing-to-demonstrate learning and writing for authentic purposes and audiences.
MG: 7	GD: 0	KY.7.W.C.EU.3 Students will understand that to be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.
MG: 7	GD: 0	KY.7.W.C.SC.4 Students will communicate purpose, focus, and controlling ideas authentic to the writer
MG: 7	GD: 0	KY.7.W.S.SC.6 Students will use a variety of transitions and/or transitional elements (e.g., ellipses, time transitions, white space) with intent

Cluster: Text Types and Purposes

CCSS: **CC.7.W.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.**

Grade: 7 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 7	GD: 0	KY.7.W.C.EU.2 Students will understand that different forms of writing are appropriate for different purposes and audiences across the content areas and have different features (e.g. editorials, self-reflective essays, summaries, responses to text).
MG: 7	GD: 0	KY.7.W.C.SC.3 Students will write for a variety of authentic purposes and audiences: • communicate about the significance of personal experiences and relationships • communicate through authentic literary forms to make meaning about the human condition • communicate through authentic transactive purposes for writing (e.g. informing, describing, explaining, persuading, analyzing) • analyze and communicate reflectively about literacy goals • analyze and address needs of intended audience • adjust the writing style (formal, informal, business) for intended audience
MG: 7	GD: 0	KY.7.W.P.SC.1 Students will focus: establish and maintain a controlling idea on a selected topic
MG: 7	GD: 0	KY.7.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.
MG: 7	GD: 0	KY.7.W.S.SC.3 Students will apply structures of a variety of academic and work-related texts (e.g., essays, journals, narratives, business letter) for authentic purposes

Cluster: Text Types and Purposes

CCSS: **CC.7.W.3.b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.**

Grade: 7 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 7	GD: 0	KY.7.W.C.EU.3 Students will understand that to be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.
MG: 7	GD: 0	KY.7.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing
MG: 7	GD: 0	KY.7.W.C.SC.8 Students will provide sufficient details and appropriate depth of elaboration for clear understanding

Cluster: Text Types and Purposes

CCSS: **CC.7.W.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.**

Grade: 7 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 7	GD: 0	KY.7.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.
MG: 7	GD: 0	KY.7.W.S.SC.5 Students will create unified and coherent paragraphs; apply paragraph structures (block and indented) consistently and appropriately
MG: 7	GD: 0	KY.7.W.S.SC.6 Students will use a variety of transitions and/or transitional elements (e.g., ellipses, time transitions, white space) with intent

Cluster: Text Types and Purposes

CCSS: **CC.7.W.3.d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.**

Grade: 7 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 7	GD: 0	KY.7.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing
MG: 7	GD: 0	KY.7.W.C.SC.8 Students will provide sufficient details and appropriate depth of elaboration for clear understanding
MG: 7	GD: 0	KY.7.W.S.EU.2 Students will understand that different types of structures are appropriate for different purposes, audiences and different forms of writing. Paragraphs and whole texts must be unified and coherent.

Cluster: Text Types and Purposes

CCSS: **CC.7.W.3.e Provide a conclusion that follows from and reflects on the narrated experiences or events.**

Grade: 7 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 7	GD: 0	KY.7.W.S.SC.4 Students will establish a context for the reader and a controlling idea in the introduction; develop the piece sufficiently, arranging ideas in meaningful order; and conclude the writing effectively

Cluster: Production and Distribution of Writing

CCSS: **CC.7.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)**

Grade: 7 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 7	GD: 0	KY.7.W.C.SC.3 Students will write for a variety of authentic purposes and audiences: • communicate about the significance of personal experiences and relationships • communicate through authentic literary forms to make meaning about the human condition • communicate through authentic transactive purposes for writing (e.g. informing, describing, explaining, persuading, analyzing) • analyze and communicate reflectively about literacy goals • analyze and address needs of intended audience • adjust the writing style (formal, informal, business) for intended audience
MG: 7	GD: 0	KY.7.W.S.EU.2 Students will understand that different types of structures are appropriate for different purposes, audiences and different forms of writing. Paragraphs and whole texts must be unified and coherent.
MG: 7	GD: 0	KY.7.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.

Cluster: Production and Distribution of Writing

CCSS: **CC.7.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 53.)**

Grade: 7 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 7	GD: 0	KY.7.W.P.EU.1 Students will understand that the writing process is a helpful tool in constructing and demonstrating meaning of content (whether personal expressive, literary, academic or practical) through writing.
MG: 7	GD: 0	KY.7.W.P.EU.2 Students will understand that the stages are sometimes recursive (e.g., in the process of revising, a writer sometimes returns to earlier stages of the process).
MG: 7	GD: 0	KY.7.W.P.SC.2 Students will prewrite: • determine the most appropriate form to meet needs of purpose and audience • generate ideas to support and develop controlling idea (e.g., journaling, webbing, free writes, researching print/ non-print/ electronic sources, note-taking, interviewing, observation, viewing, surveying, imagining and creating novel ideas) • organize and present ideas by taking notes, quoting, paraphrasing, summarizing
MG: 7	GD: 0	KY.7.W.P.SC.3 Students will draft: • determine how, when and whether to use visuals (e.g., illustrations, charts, diagrams, photographs) or technologies (e.g., digital images, video) in lieu of or in addition to written communication • logically introduce and incorporate quotes
MG: 7	GD: 0	KY.7.W.P.SC.4 Students will revise: • reflect on own writing • confer with peers and other writing conferencing partners to critically analyze one's own work and the work of others • confer to determine where to add, delete, rearrange, define/redefine or elaborate content so that writing is coherent and effective for intended audience, then make revisions • identify and develop topic sentences, making sure ideas are supported appropriately with relevant details and that sentences are in sequential order; insert new sentences and delete unnecessary ones; develop effective introductions and conclusions; eliminate redundant words; choose the most precise words available
MG: 7	GD: 0	KY.7.W.P.SC.7 Students will reflect and evaluate personal progress and skills in writing

Cluster: Production and Distribution of Writing

CCSS: **CC.7.W.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.**

Grade: 7 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 7	GD: 0	KY.7.W.P.SC.3 Students will draft: • determine how, when and whether to use visuals (e.g., illustrations, charts, diagrams, photographs) or technologies (e.g., digital images, video) in lieu of or in addition to written communication • logically introduce and incorporate quotes
MG: 7	GD: 0	KY.7.W.P.SC.6 Students will publish to produce products for intended audience: • present written material using digital presentations and graphics (e.g. charts and tables) when developmentally appropriate • present final work in a neat, legible form

Cluster: Research to Build and Present Knowledge

CCSS: **CC.7.W.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: 7 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 6-8	GD: 1 to -1	KY.6-8.I.EU.1 Students will understand that the inquiry process is used to investigate topics or questions important to the researcher. Questions are redefined throughout the learning process. The researcher may revise the question, refine a line of query, or go in a direction that the original question did not anticipate.
MG: 6-8	GD: 1 to -1	KY.6-8.I.EU.3 Students will understand that inquiry integrates elements and processes of reading, writing, research, creative and critical thinking, and logic, and involves communicating findings through a product.
MG: 6-8	GD: 1 to -1	KY.6-8.I.EU.5 Students will understand that reflection is ongoing and integral to the inquiry and research processes and involves taking the time to look back at the question, the research strategy, and the conclusions made. The learner evaluates, makes observations, and possibly makes new decisions.
MG: 7	GD: 0	KY.7.W.P.SC.2 Students will prewrite: • determine the most appropriate form to meet needs of purpose and audience • generate ideas to support and develop controlling idea (e.g., journaling, webbing, free writes, researching print/ non-print/ electronic sources, note-taking, interviewing, observation, viewing, surveying, imagining and creating novel ideas) • organize and present ideas by taking notes, quoting, paraphrasing, summarizing
MG: 7	GD: 0	KY.7.W.S.SC.6 Students will use a variety of transitions and/or transitional elements (e.g., ellipses, time transitions, white space) with intent

Cluster: Research to Build and Present Knowledge

CCSS: **CC.7.W.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.**

Grade: 7 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 6-8	GD: 1 to -1	KY.6-8.I.EU.1 Students will understand that the inquiry process is used to investigate topics or questions important to the researcher. Questions are redefined throughout the learning process. The researcher may revise the question, refine a line of query, or go in a direction that the original question did not anticipate.
MG: 6-8	GD: 1 to -1	KY.6-8.I.EU.3 Students will understand that inquiry integrates elements and processes of reading, writing, research, creative and critical thinking, and logic, and involves communicating findings through a product.
MG: 7	GD: 0	KY.7.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from research, reading, discussion, or other content areas), explaining reflections or related connections (e.g., identifying relationships, drawing conclusions, offering support for conclusions, organizing prior knowledge about a topic)
MG: 7	GD: 0	KY.7.W.P.SC.2 Students will prewrite: • determine the most appropriate form to meet needs of purpose and audience • generate ideas to support and develop controlling idea (e.g., journaling, webbing, free writes, researching print/ non-print/ electronic sources, note-taking, interviewing, observation, viewing, surveying, imagining and creating novel ideas) • organize and present ideas by taking notes, quoting, paraphrasing, summarizing
MG: 7	GD: 0	KY.7.W.WC.EU.5 Students will understand that writers need to document sources/give credit for the ideas of others.

MG: 7	GD: 0	KY.7.W.WC.SC.7 Students will document ideas used from outside sources (e.g., citing authors or titles within the text; citing print and non-print sources in a Works Cited or bibliography listing) when paraphrasing, summarizing, quoting or using graphics

Cluster: Research to Build and Present Knowledge

CCSS: **CC.7.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.**

Grade: 7 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 7	GD: 0	KY.7.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from research, reading, discussion, or other content areas), explaining reflections or related connections (e.g., identifying relationships, drawing conclusions, offering support for conclusions, organizing prior knowledge about a topic)
MG: 8	GD: -1	KY.8.W.C.SC.2 Students will write to demonstrate learning and understanding of content knowledge (e.g. journals, open responses, lab reports, research reports)
MG: 8	GD: -1	KY.8.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from research, reading, or other content areas), explaining reflections or related connections (e.g., identifying relationships, drawing conclusions, making predictions, offering support for conclusions, organizing prior knowledge about a topic)
MG: 8	GD: -1	KY.8.W.P.SC.2 Students will prewrite: • determine the most appropriate form to meet needs of purpose and audience • generate ideas to support and develop controlling idea (e.g., journaling, webbing, free writes, researching print/ non-print/ electronic sources, note-taking, interviewing, observation, viewing, surveying, imagining and creating novel ideas) • organize and present ideas by taking notes, quoting, paraphrasing, summarizing

Cluster: Research to Build and Present Knowledge

CCSS: **CC.7.W.9.a Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").**

Grade: 7 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 7	GD: 0	KY.7.R.R.EU.3 Students will understand that reading a wide range of literature by different authors, and from many time periods, cultures, and genres, builds an understanding of the extent of human experience.
MG: 7	GD: 0	KY.7.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from research, reading, discussion, or other content areas), explaining reflections or related connections (e.g., identifying relationships, drawing conclusions, offering support for conclusions, organizing prior knowledge about a topic)

Cluster: Research to Build and Present Knowledge

CCSS: **CC.7.W.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").**

Grade: 7 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 7	GD: 0	KY.7.R.D.EU.2 Students will understand that references from texts provide evidence to support judgments made about why and how the text was developed, considering the content, organization and form.

MG: 7	GD: 0	KY.7.R.D.EU.5 Students will understand that judging the credibility of sources, evaluating arguments, and understanding and conveying information are essential skills.
MG: 7	GD: 0	KY.7.R.I.EU.2 Students will understand that references from texts provide evidence to support conclusions, the information presented, or the author's perspective.
MG: 7	GD: 0	KY.7.W.C.SC.2 Students will write to demonstrate learning and understanding of content knowledge (e.g., class journals, explanations, lab reports, research paper)
MG: 7	GD: 0	KY.7.W.C.SC.3 Students will write for a variety of authentic purposes and audiences: • communicate about the significance of personal experiences and relationships • communicate through authentic literary forms to make meaning about the human condition • communicate through authentic transactive purposes for writing (e.g. informing, describing, explaining, persuading, analyzing) • analyze and communicate reflectively about literacy goals • analyze and address needs of intended audience • adjust the writing style (formal, informal, business) for intended audience
MG: 7	GD: 0	KY.7.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from research, reading, discussion, or other content areas), explaining reflections or related connections (e.g., identifying relationships, drawing conclusions, offering support for conclusions, organizing prior knowledge about a topic)

Cluster: Range of Writing

CCSS: **CC.7.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.**

Grade: 7 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 7	GD: 0	KY.7.W.C.EU.1 Students will understand that there are many reasons for all students to write including writing-to-learn, writing-to-demonstrate learning and writing for authentic purposes and audiences.
MG: 7	GD: 0	KY.7.W.C.SC.1 Students will write to learn by applying strategies effectively (e.g., learning logs, exit/admit slips)
MG: 7	GD: 0	KY.7.W.C.SC.2 Students will write to demonstrate learning and understanding of content knowledge (e.g., class journals, explanations, lab reports, research paper)

Cluster: Text Types and Purposes

CCSS: **CC.8.W.1 Write arguments to support claims with clear reasons and relevant evidence.**

Grade: 8 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 8	GD: 0	KY.8.W.C.EU.1 Students will understand that there are many reasons for all students to write including writing-to-learn, writing-to-demonstrate learning and writing for authentic purposes and audiences.
MG: 8	GD: 0	KY.8.W.C.EU.2 Students will understand that different forms of writing are appropriate for different purposes and audiences across the content areas and have different features (e.g. speeches, on-demand responses, persuasive essays, plays).
MG: 8	GD: 0	KY.8.W.C.EU.3 Students will understand that to be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.
MG: 8	GD: 0	KY.8.W.C.SC.2 Students will write to demonstrate learning and understanding of content knowledge (e.g. journals, open responses, lab reports, research reports)
MG: 8	GD: 0	KY.8.W.C.SC.4 Students will communicate purpose, focus, and controlling ideas authentic to the writer
MG: 8	GD: 0	KY.8.W.C.SC.8 Students will provide sufficient details and appropriate depth of elaboration for clear understanding
MG: 8	GD: 0	KY.8.W.S.SC.6 Students will use a variety of transitions and/or transitional elements (e.g., ellipses, time transitions, white space) with intent

Cluster: Text Types and Purposes

CCSS: **CC.8.W.1.a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.**

Grade: 8 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 8	GD: 0	KY.8.W.C.EU.3 Students will understand that to be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.
MG: 8	GD: 0	KY.8.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing
MG: 8	GD: 0	KY.8.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from research, reading, or other content areas), explaining reflections or related connections (e.g., identifying relationships, drawing conclusions, making predictions, offering support for conclusions, organizing prior knowledge about a topic)
MG: 8	GD: 0	KY.8.W.S.SC.2 Students will develop analytical structures appropriate to purpose (e.g., sequence, description, cause/effect, compare/contrast, chronology, proposition/support)
MG: 8	GD: 0	KY.8.W.S.SC.4 Students will establish a context for the reader and a controlling idea in the introduction; develop the piece sufficiently, arranging ideas in meaningful order; and conclude the writing effectively
MG: 8	GD: 0	KY.8.W.S.SC.8 Students will incorporate text features (e.g., bullets, subheadings, table of contents, white space, pictures, labels, diagrams, embedded visuals, charts, shape in poetry) to enhance clarity and meaning

Cluster: Text Types and Purposes

CCSS: **CC.8.W.1.b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.**

Grade: 8 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 8	GD: 0	KY.8.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from research, reading, or other content areas), explaining reflections or related connections (e.g., identifying relationships, drawing conclusions, making predictions, offering support for conclusions, organizing prior knowledge about a topic)
MG: 8	GD: 0	KY.8.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.
MG: 8	GD: 0	KY.8.W.WC.SC.2 Students will use specialized content vocabulary and words used for specific contexts, as needed

Cluster: Text Types and Purposes

CCSS: **CC.8.W.1.c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.**

Grade: 8 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 8	GD: 0	KY.8.W.C.EU.3 Students will understand that to be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.
MG: 8	GD: 0	KY.8.W.P.SC.4 Students will revise: • reflect on own writing • confer with peers and other writing conferencing partners to critically analyze one's own work and the work of others • confer to determine where to add, delete, rearrange, define/redefine or elaborate content so that writing is coherent and effective for intended audience, then make revisions • identify and develop topic sentences, making sure ideas are supported appropriately with relevant details and that sentences are in sequential order; insert new sentences and delete unnecessary ones; develop effective introductions and conclusions; eliminate redundant words; choose the most precise words available
MG: 8	GD: 0	KY.8.W.S.SC.4 Students will establish a context for the reader and a controlling idea in the introduction; develop the piece sufficiently, arranging ideas in meaningful order; and conclude the writing effectively

Cluster: Text Types and Purposes

CCSS: **CC.8.W.1.d Establish and maintain a formal style.**

Grade: 8 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 8	GD: 0	KY.8.W.C.SC.3 Students will write for a variety of authentic purposes and audiences: • communicate about the significance of personal experiences and relationships • communicate through authentic literary forms to make meaning about the human condition • communicate through authentic transactive purposes for writing (e.g. explaining, persuading, analyzing, evaluating) • analyze and communicate reflectively about literacy goals • analyze and address needs of intended audience • adjust the writing style (formal, informal, business) for intended audience

Cluster: Text Types and Purposes

CCSS: **CC.8.W.1.e Provide a concluding statement or section that follows from and supports the argument presented.**

Grade: 8 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 8	GD: 0	KY.8.W.P.SC.4 Students will revise: • reflect on own writing • confer with peers and other writing conferencing partners to critically analyze one's own work and the work of others • confer to determine where to add, delete, rearrange, define/redefine or elaborate content so that writing is coherent and effective for intended audience, then make revisions • identify and develop topic sentences, making sure ideas are supported appropriately with relevant details and that sentences are in sequential order; insert new sentences and delete unnecessary ones; develop effective introductions and conclusions; eliminate redundant words; choose the most precise words available
MG: 8	GD: 0	KY.8.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.
MG: 8	GD: 0	KY.8.W.S.SC.4 Students will establish a context for the reader and a controlling idea in the introduction; develop the piece sufficiently, arranging ideas in meaningful order; and conclude the writing effectively

Cluster: Text Types and Purposes

CCSS: **CC.8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

Grade: 8 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 8	GD: 0	KY.8.W.C.SC.4 Students will communicate purpose, focus, and controlling ideas authentic to the writer
MG: 8	GD: 0	KY.8.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from research, reading, or other content areas), explaining reflections or related connections (e.g., identifying relationships, drawing conclusions, making predictions, offering support for conclusions, organizing prior knowledge about a topic)
MG: 8	GD: 0	KY.8.W.C.SC.7 Students will communicate understanding of a complex idea or event from multiple perspectives
MG: 8	GD: 0	KY.8.W.P.SC.1 Students will focus: establish and maintain a controlling idea on a selected topic

Cluster: Text Types and Purposes

CCSS: **CC.8.W.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.**

Grade: 8 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 8	GD: 0	KY.8.W.P.SC.1 Students will focus: establish and maintain a controlling idea on a selected topic
MG: 8	GD: 0	KY.8.W.S.EU.2 Students will understand that different types of structures are appropriate for different purposes, audiences and different forms of writing. Paragraphs and whole texts must be unified and coherent.
MG: 8	GD: 0	KY.8.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.
MG: 8	GD: 0	KY.8.W.S.SC.3 Students will apply structures of a variety of academic and work-related texts (e.g., essays, journals, narratives, memos, proposals) for authentic purposes

MG: 8	GD: 0	KY.8.W.S.SC.8 Students will incorporate text features (e.g., bullets, subheadings, table of contents, white space, pictures, labels, diagrams, embedded visuals, charts, shape in poetry) to enhance clarity and meaning

Cluster: Text Types and Purposes

CCSS: **CC.8.W.2.b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.**

Grade: 8 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 8	GD: 0	KY.8.W.C.EU.3 Students will understand that to be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.
MG: 8	GD: 0	KY.8.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing
MG: 8	GD: 0	KY.8.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from research, reading, or other content areas), explaining reflections or related connections (e.g., identifying relationships, drawing conclusions, making predictions, offering support for conclusions, organizing prior knowledge about a topic)

Cluster: Text Types and Purposes

CCSS: **CC.8.W.2.c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.**

Grade: 8 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 8	GD: 0	KY.8.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.
MG: 8	GD: 0	KY.8.W.S.SC.5 Students will create unified and coherent paragraphs; apply paragraph structures (block and indented) consistently and appropriately

Cluster: Text Types and Purposes

CCSS: **CC.8.W.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.**

Grade: 8 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 8	GD: 0	KY.8.W.WC.EU.1 Students will understand that writers need to choose their language with care, depending on the content, purpose and audience.
MG: 8	GD: 0	KY.8.W.WC.SC.1 Students will choose precise and descriptive language for clarity, richness and/or its effect on the reader (words with multiple meanings, words that imply different shades of meaning, words with literal and non-literal meanings, strong nouns and verbs, concrete and sensory details, figurative language - metaphors, similes, alliteration, personification)
MG: 8	GD: 0	KY.8.W.WC.SC.2 Students will use specialized content vocabulary and words used for specific contexts, as needed
MG: 8	GD: 0	KY.8.W.WC.SC.4 Students will apply non-standard/unconventional language for intended effect appropriate to purpose

Cluster: Text Types and Purposes

CCSS: **CC.8.W.2.e Establish and maintain a formal style.**

Grade: 8 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 8	GD: 0	KY.8.W.C.SC.3 Students will write for a variety of authentic purposes and audiences: • communicate about the significance of personal experiences and relationships • communicate through authentic literary forms to make meaning about the human condition • communicate through authentic transactive purposes for writing (e.g. explaining, persuading, analyzing, evaluating) • analyze and communicate reflectively about literacy goals • analyze and address needs of intended audience • adjust the writing style (formal, informal, business) for intended audience

Cluster: Text Types and Purposes

CCSS: **CC.8.W.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented.**

Grade: 8 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 8	GD: 0	KY.8.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from research, reading, or other content areas), explaining reflections or related connections (e.g., identifying relationships, drawing conclusions, making predictions, offering support for conclusions, organizing prior knowledge about a topic)
MG: 8	GD: 0	KY.8.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.
MG: 8	GD: 0	KY.8.W.S.SC.4 Students will establish a context for the reader and a controlling idea in the introduction; develop the piece sufficiently, arranging ideas in meaningful order; and conclude the writing effectively

Cluster: Text Types and Purposes

CCSS: **CC.8.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**

Grade: 8 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 8	GD: 0	KY.8.W.C.EU.1 Students will understand that there are many reasons for all students to write including writing-to-learn, writing-to-demonstrate learning and writing for authentic purposes and audiences.
MG: 8	GD: 0	KY.8.W.C.EU.3 Students will understand that to be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.
MG: 8	GD: 0	KY.8.W.C.SC.4 Students will communicate purpose, focus, and controlling ideas authentic to the writer
MG: 8	GD: 0	KY.8.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing
MG: 8	GD: 0	KY.8.W.S.SC.6 Students will use a variety of transitions and/or transitional elements (e.g., ellipses, time transitions, white space) with intent

Cluster: Text Types and Purposes

CCSS: **CC.8.W.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.**

Grade: 8 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 8	GD: 0	KY.8.W.C.EU.2 Students will understand that different forms of writing are appropriate for different purposes and audiences across the content areas and have different features (e.g. speeches, on-demand responses, persuasive essays, plays).
MG: 8	GD: 0	KY.8.W.C.SC.3 Students will write for a variety of authentic purposes and audiences: • communicate about the significance of personal experiences and relationships • communicate through authentic literary forms to make meaning about the human condition • communicate through authentic transactive purposes for writing (e.g. explaining, persuading, analyzing, evaluating) • analyze and communicate reflectively about literacy goals • analyze and address needs of intended audience • adjust the writing style (formal, informal, business) for intended audience
MG: 8	GD: 0	KY.8.W.P.SC.1 Students will focus: establish and maintain a controlling idea on a selected topic
MG: 8	GD: 0	KY.8.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.
MG: 8	GD: 0	KY.8.W.S.SC.3 Students will apply structures of a variety of academic and work-related texts (e.g., essays, journals, narratives, memos, proposals) for authentic purposes

Cluster: Text Types and Purposes

CCSS: **CC.8.W.3.b Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.**

Grade: 8 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 8	GD: 0	KY.8.W.C.EU.3 Students will understand that to be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.
MG: 8	GD: 0	KY.8.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing
MG: 8	GD: 0	KY.8.W.C.SC.8 Students will provide sufficient details and appropriate depth of elaboration for clear understanding
MG: 8	GD: 0	KY.8.W.P.SC.4 Students will revise: • reflect on own writing • confer with peers and other writing conferencing partners to critically analyze one's own work and the work of others • confer to determine where to add, delete, rearrange, define/redefine or elaborate content so that writing is coherent and effective for intended audience, then make revisions • identify and develop topic sentences, making sure ideas are supported appropriately with relevant details and that sentences are in sequential order; insert new sentences and delete unnecessary ones; develop effective introductions and conclusions; eliminate redundant words; choose the most precise words available

Cluster: Text Types and Purposes

CCSS: **CC.8.W.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.**

Grade: 8 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 8	GD: 0	KY.8.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.
MG: 8	GD: 0	KY.8.W.S.SC.5 Students will create unified and coherent paragraphs; apply paragraph structures (block and indented) consistently and appropriately
MG: 8	GD: 0	KY.8.W.S.SC.6 Students will use a variety of transitions and/or transitional elements (e.g., ellipses, time transitions, white space) with intent

Cluster: Text Types and Purposes

CCSS: **CC.8.W.3.d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.**

Grade: 8 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 8	GD: 0	KY.8.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing
MG: 8	GD: 0	KY.8.W.C.SC.8 Students will provide sufficient details and appropriate depth of elaboration for clear understanding
MG: 8	GD: 0	KY.8.W.S.EU.2 Students will understand that different types of structures are appropriate for different purposes, audiences and different forms of writing. Paragraphs and whole texts must be unified and coherent.

Cluster: Text Types and Purposes

CCSS: **CC.8.W.3.e Provide a conclusion that follows from and reflects on the narrated experiences or events.**

Grade: 8 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 8	GD: 0	KY.8.W.S.SC.4 Students will establish a context for the reader and a controlling idea in the introduction; develop the piece sufficiently, arranging ideas in meaningful order; and conclude the writing effectively

Cluster: Production and Distribution of Writing

CCSS: **CC.8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)**

Grade: 8 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 8	GD: 0	KY.8.W.C.SC.3 Students will write for a variety of authentic purposes and audiences: • communicate about the significance of personal experiences and relationships • communicate through authentic literary forms to make meaning about the human condition • communicate through authentic transactive purposes for writing (e.g. explaining, persuading, analyzing, evaluating) • analyze and communicate reflectively about literacy goals • analyze and address needs of intended audience • adjust the writing style (formal, informal, business) for intended audience

MG: 8	GD: 0	KY.8.W.S.EU.2 Students will understand that different types of structures are appropriate for different purposes, audiences and different forms of writing. Paragraphs and whole texts must be unified and coherent.
MG: 8	GD: 0	KY.8.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.
MG: 8	GD: 0	KY.8.W.S.SC.2 Students will develop analytical structures appropriate to purpose (e.g., sequence, description, cause/effect, compare/contrast, chronology, proposition/support)

Cluster: Production and Distribution of Writing

CCSS: **CC.8.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 53.)**

Grade: 8 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 8	GD: 0	KY.8.W.P.EU.1 Students will understand that the writing process is a helpful tool in constructing and demonstrating meaning of content (whether personal expressive, literary, academic or practical) through writing.
MG: 8	GD: 0	KY.8.W.P.EU.2 Students will understand that the stages are sometimes recursive (e.g., in the process of revising, a writer sometimes returns to earlier stages of the process).
MG: 8	GD: 0	KY.8.W.P.EU.3 Students will understand that writers work through the process at different rates. Often, the process is enhanced by conferencing with others.
MG: 8	GD: 0	KY.8.W.P.SC.2 Students will prewrite: • determine the most appropriate form to meet needs of purpose and audience • generate ideas to support and develop controlling idea (e.g., journaling, webbing, free writes, researching print/ non-print/ electronic sources, note-taking, interviewing, observation, viewing, surveying, imagining and creating novel ideas) • organize and present ideas by taking notes, quoting, paraphrasing, summarizing
MG: 8	GD: 0	KY.8.W.P.SC.3 Students will draft: • determine how, when and whether to use visuals (e.g., illustrations, charts, diagrams, photographs) or technologies (e.g., digital images, video) in lieu of or in addition to written communication • logically introduce and incorporate quotes
MG: 8	GD: 0	KY.8.W.P.SC.4 Students will revise: • reflect on own writing • confer with peers and other writing conferencing partners to critically analyze one's own work and the work of others • confer to determine where to add, delete, rearrange, define/redefine or elaborate content so that writing is coherent and effective for intended audience, then make revisions • identify and develop topic sentences, making sure ideas are supported appropriately with relevant details and that sentences are in sequential order; insert new sentences and delete unnecessary ones; develop effective introductions and conclusions; eliminate redundant words; choose the most precise words available
MG: 8	GD: 0	KY.8.W.P.SC.5 Students will edit for appropriate language usage, sentence structure, spelling, capitalization, punctuation and proper documentation of sources
MG: 8	GD: 0	KY.8.W.P.SC.7 Students will reflect and evaluate personal progress and skills in writing

Cluster: Production and Distribution of Writing

CCSS: **CC.8.W.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.**

Grade: 8 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 8	GD: 0	KY.8.W.P.SC.3 Students will draft: • determine how, when and whether to use visuals (e.g., illustrations, charts, diagrams, photographs) or technologies (e.g., digital images, video) in lieu of or in addition to written communication • logically introduce and incorporate quotes
MG: 8	GD: 0	KY.8.W.P.SC.6 Students will publish to produce products for intended audience: • present written material using digital presentation and graphics (e.g. charts and tables) • present final work in a neat, legible form

Cluster: Research to Build and Present Knowledge

CCSS: **CC.8.W.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: 8 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 6-8	GD: 2	KY.6-8.I.EU.1 Students will understand that the inquiry process is used to investigate topics or questions important to the researcher. Questions are redefined throughout the learning process. The researcher may revise the question, refine a line of query, or go in a direction that the original question did not anticipate.
MG: 6-8	GD: 2	KY.6-8.I.EU.3 Students will understand that inquiry integrates elements and processes of reading, writing, research, creative and critical thinking, and logic, and involves communicating findings through a product.
MG: 8	GD: 0	KY.8.W.C.SC.2 Students will write to demonstrate learning and understanding of content knowledge (e.g. journals, open responses, lab reports, research reports)
MG: 8	GD: 0	KY.8.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from research, reading, or other content areas), explaining reflections or related connections (e.g., identifying relationships, drawing conclusions, making predictions, offering support for conclusions, organizing prior knowledge about a topic)
MG: 8	GD: 0	KY.8.W.P.SC.2 Students will prewrite: • determine the most appropriate form to meet needs of purpose and audience • generate ideas to support and develop controlling idea (e.g., journaling, webbing, free writes, researching print/ non-print/ electronic sources, note-taking, interviewing, observation, viewing, surveying, imagining and creating novel ideas) • organize and present ideas by taking notes, quoting, paraphrasing, summarizing

Cluster: Research to Build and Present Knowledge

CCSS: **CC.8.W.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.**

Grade: 8 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 8	GD: 0	KY.8.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from research, reading, or other content areas), explaining reflections or related connections (e.g., identifying relationships, drawing conclusions, making predictions, offering support for conclusions, organizing prior knowledge about a topic)

MG: 8	GD: 0	KY.8.W.P.SC.2 Students will prewrite: • determine the most appropriate form to meet needs of purpose and audience • generate ideas to support and develop controlling idea (e.g., journaling, webbing, free writes, researching print/ non-print/ electronic sources, note-taking, interviewing, observation, viewing, surveying, imagining and creating novel ideas) • organize and present ideas by taking notes, quoting, paraphrasing, summarizing
MG: 8	GD: 0	KY.8.W.WC.EU.5 Students will understand that writers need to document sources/give credit for the ideas of others.
MG: 8	GD: 0	KY.8.W.WC.SC.7 Students will document ideas used from outside sources (e.g., citing authors or titles within the text, citing print and non-print sources in a Works Cited or bibliography listing) when paraphrasing, summarizing, quoting or using graphics

Cluster: Research to Build and Present Knowledge

CCSS: **CC.8.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.**

Grade: 8 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 8	GD: 0	KY.8.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from research, reading, or other content areas), explaining reflections or related connections (e.g., identifying relationships, drawing conclusions, making predictions, offering support for conclusions, organizing prior knowledge about a topic)
MG: 8	GD: 0	KY.8.W.P.SC.2 Students will prewrite: • determine the most appropriate form to meet needs of purpose and audience • generate ideas to support and develop controlling idea (e.g., journaling, webbing, free writes, researching print/ non-print/ electronic sources, note-taking, interviewing, observation, viewing, surveying, imagining and creating novel ideas) • organize and present ideas by taking notes, quoting, paraphrasing, summarizing

Cluster: Research to Build and Present Knowledge

CCSS: **CC.8.W.9.a Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").**

Grade: 8 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 8	GD: 0	KY.8.R.R.EU.3 Students will understand that reading a wide range of literature by different authors, and from many time periods, cultures, and genres, builds an understanding of the extent of human experience.
MG: 8	GD: 0	KY.8.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from research, reading, or other content areas), explaining reflections or related connections (e.g., identifying relationships, drawing conclusions, making predictions, offering support for conclusions, organizing prior knowledge about a topic)

Cluster: Research to Build and Present Knowledge

CCSS: **CC.8.W.9.b Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").**

Grade: 8 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 6-8	GD: 2	KY.6-8.I.EU.1 Students will understand that the inquiry process is used to investigate topics or questions important to the researcher. Questions are redefined throughout the learning process. The researcher may revise the question, refine a line of query, or go in a direction that the original question did not anticipate.

MG: 8	GD: 0	KY.8.R.D.EU.2 Students will references from texts provide evidence to support judgments made about why and how the text was developed, considering the content, organization and form.
MG: 8	GD: 0	KY.8.R.D.EU.5 Students will judging the credibility of sources, evaluating arguments, and understanding and conveying information are essential skills needed for postsecondary education, the workplace, and in exercising the rights of citizenship.
MG: 8	GD: 0	KY.8.R.I.EU.2 Students will understand that references from texts provide evidence to support conclusions drawn about the message, the information presented, or the author's perspective.
MG: 8	GD: 0	KY.8.W.C.SC.6 Students will select and incorporate ideas or information (e.g., from research, reading, or other content areas), explaining reflections or related connections (e.g., identifying relationships, drawing conclusions, making predictions, offering support for conclusions, organizing prior knowledge about a topic)

Cluster: Range of Writing

CCSS: **CC.8.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.**

Grade: 8 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 8	GD: 0	KY.8.W.C.EU.1 Students will understand that there are many reasons for all students to write including writing-to-learn, writing-to-demonstrate learning and writing for authentic purposes and audiences.
MG: 8	GD: 0	KY.8.W.C.SC.1 Students will write to learn by applying strategies effectively (e.g., learning logs, reflections)
MG: 8	GD: 0	KY.8.W.C.SC.2 Students will write to demonstrate learning and understanding of content knowledge (e.g. journals, open responses, lab reports, research reports)
MG: 8	GD: 0	KY.8.W.C.SC.3 Students will write for a variety of authentic purposes and audiences: • communicate about the significance of personal experiences and relationships • communicate through authentic literary forms to make meaning about the human condition • communicate through authentic transactive purposes for writing (e.g. explaining, persuading, analyzing, evaluating) • analyze and communicate reflectively about literacy goals • analyze and address needs of intended audience • adjust the writing style (formal, informal, business) for intended audience

Cluster: Text Types and Purposes

CCSS: **CC.9-10.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

Grade: 9-10 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 9-10	GD: 0	KY.9-10.W.C.SC.3 Students will write for a variety of authentic purposes and audiences: • analyze and communicate the significance of a relationship, one's own experiences and/or the experiences of others • analyze and communicate through authentic literary forms to make meaning of the human condition (e.g., short stories, poetry, plays/scripts) • analyze and communicate through authentic transactive purposes for writing (e.g. explaining, persuading, analyzing) • analyze and communicate reflectively about literacy goals • analyze and address needs of intended audience (e.g., anticipating potential misunderstandings, providing sufficient details for clarity and revising to delete unnecessary details) • adjust the writing style (formal, informal, business, technical) for intended audience
MG: 9-10	GD: 0	KY.9-10.W.C.SC.4 Students will develop and communicate purpose, focus and controlling ideas authentic to the writer
MG: 9-10	GD: 0	KY.9-10.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing
MG: 9-10	GD: 0	KY.9-10.W.C.SC.6 Students will select and incorporate ideas and information (e.g., from research/inquiry and reading) and explain reflections or connections (e.g., making inferences, predicting conclusions, evaluating contradictions, offering support for conclusions, organizing prior knowledge about a topic)
MG: 9-10	GD: 0	KY.9-10.W.C.SC.8 Students will provide sufficient details and appropriate depth of elaboration for clear understanding
MG: 9-10	GD: 0	KY.9-10.W.S.SC.3 Students will apply structures of a variety of academic and work-related texts (e.g., essay, narrative, poetry, memoir, article, job application, memo, proposal) for authentic and justifiable purposes
MG: 9-10	GD: 0	KY.9-10.W.WC.SC.2 Students will use specialized content vocabulary and words used for specific contexts, as needed
MG: 9-12	GD: 0 to -2	KY.9-12.W.C.EU.2 Students will understand that different forms of writing are appropriate for different purposes and audiences across the content areas and have different features (e.g. journals, on-demand responses, editorials, literary critiques).
MG: 9-12	GD: 0 to -2	KY.9-12.W.C.EU.3 Students will understand that to be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.

Cluster: Text Types and Purposes

CCSS: **CC.9-10.W.1.a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.**

Grade: 9-10 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 9-10	GD: 0	KY.9-10.W.S.SC.2 Students will develop analytical structures appropriate to purpose (e.g., sequence, problem/solution, description, cause/effect, compare/contrast, chronology, proposition/support)
MG: 9-10	GD: 0	KY.9-10.W.S.SC.4 Students will establish a context, thesis and a controlling idea in the introduction; develop the piece sufficiently, arranging ideas with intent; and conclude the writing effectively
MG: 9-10	GD: 0	KY.9-10.W.S.SC.5 Students will create unified and coherent divisions of text (e.g., paragraphs, stanzas, sections under subheadings, chapters); apply paragraph structures (block and indented) appropriately

Cluster: Text Types and Purposes

CCSS: **CC.9-10.W.1.b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.**

Grade: 9-10 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 9-10	GD: 0	KY.9-10.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing
MG: 9-10	GD: 0	KY.9-10.W.C.SC.6 Students will select and incorporate ideas and information (e.g., from research/inquiry and reading) and explain reflections or connections (e.g., making inferences, predicting conclusions, evaluating contradictions, offering support for conclusions, organizing prior knowledge about a topic)
MG: 9-10	GD: 0	KY.9-10.W.C.SC.8 Students will provide sufficient details and appropriate depth of elaboration for clear understanding
MG: 9-10	GD: 0	KY.9-10.W.S.SC.2 Students will develop analytical structures appropriate to purpose (e.g., sequence, problem/solution, description, cause/effect, compare/contrast, chronology, proposition/support)
MG: 9-10	GD: 0	KY.9-10.W.S.SC.4 Students will establish a context, thesis and a controlling idea in the introduction; develop the piece sufficiently, arranging ideas with intent; and conclude the writing effectively
MG: 9-12	GD: 0 to -2	KY.9-12.W.C.EU.3 Students will understand that to be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.

Cluster: Text Types and Purposes

CCSS: **CC.9-10.W.1.c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.**

Grade: 9-10 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 9-10	GD: 0	KY.9-10.W.S.SC.6 Students will use a variety of transitions and/or transitional elements (e.g., ellipses, time transitions, white space) with intent
MG: 9-12	GD: 0 to -2	KY.9-12.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.
MG: 9-12	GD: 0 to -2	KY.9-12.W.WC.EU.1 Students will understand that writers need to choose their language with care, depending on the content, purpose and audience.

Cluster: Text Types and Purposes

CCSS: **CC.9-10.W.1.d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.**

Grade: 9-10 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 9-10	GD: 0	KY.9-10.W.C.SC.9 Students will use and sustain suitable voice or tone
MG: 9-10	GD: 0	KY.9-10.W.WC.SC.1 Students will choose precise and descriptive language for clarity, richness and/or its effect on the reader (words with multiple meanings, words that imply different shades of meaning, words with literal and non-literal meanings, foreign words/phrases, strong nouns and verbs, concrete and sensory details, figurative language-metaphors, similes, alliteration, personification)
MG: 9-12	GD: 0 to -2	KY.9-12.W.WC.EU.1 Students will understand that writers need to choose their language with care, depending on the content, purpose and audience.

Cluster: Text Types and Purposes

CCSS: **CC.9-10.W.1.e Provide a concluding statement or section that follows from and supports the argument presented.**

Grade: 9-10 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 9-10	GD: 0	KY.9-10.W.S.SC.4 Students will establish a context, thesis and a controlling idea in the introduction; develop the piece sufficiently, arranging ideas with intent; and conclude the writing effectively
MG: 9-12	GD: 0 to -2	KY.9-12.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.

Cluster: Text Types and Purposes

CCSS: **CC.9-10.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**

Grade: 9-10 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 9-10	GD: 0	KY.9-10.W.C.SC.3 Students will write for a variety of authentic purposes and audiences: • analyze and communicate the significance of a relationship, one's own experiences and/or the experiences of others • analyze and communicate through authentic literary forms to make meaning of the human condition (e.g., short stories, poetry, plays/scripts) • analyze and communicate through authentic transactive purposes for writing (e.g. explaining, persuading, analyzing) • analyze and communicate reflectively about literacy goals • analyze and address needs of intended audience (e.g., anticipating potential misunderstandings, providing sufficient details for clarity and revising to delete unnecessary details) • adjust the writing style (formal, informal, business, technical) for intended audience
MG: 9-10	GD: 0	KY.9-10.W.C.SC.4 Students will develop and communicate purpose, focus and controlling ideas authentic to the writer
MG: 9-10	GD: 0	KY.9-10.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing
MG: 9-10	GD: 0	KY.9-10.W.C.SC.7 Students will communicate understanding of a complex idea or event from multiple perspectives
MG: 9-10	GD: 0	KY.9-10.W.P.SC.1 Students will focus: establish and maintain a controlling idea on a selected topic
MG: 9-10	GD: 0	KY.9-10.W.S.SC.3 Students will apply structures of a variety of academic and work-related texts (e.g., essay, narrative, poetry, memoir, article, job application, memo, proposal) for authentic and justifiable purposes
MG: 9-12	GD: 0 to -2	KY.9-12.W.C.EU.2 Students will understand that different forms of writing are appropriate for different purposes and audiences across the content areas and have different features (e.g. journals, on-demand responses, editorials, literary critiques).
MG: 9-12	GD: 0 to -2	KY.9-12.W.C.EU.3 Students will understand that to be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.

Cluster: Text Types and Purposes

CCSS: **CC.9-10.W.2.a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.**

Grade: 9-10 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 9-10	GD: 0	KY.9-10.W.P.SC.1 Students will focus: establish and maintain a controlling idea on a selected topic

MG: 9-10	GD: 0	KY.9-10.W.S.SC.3 Students will apply structures of a variety of academic and work-related texts (e.g., essay, narrative, poetry, memoir, article, job application, memo, proposal) for authentic and justifiable purposes
MG: 9-10	GD: 0	KY.9-10.W.S.SC.4 Students will establish a context, thesis and a controlling idea in the introduction; develop the piece sufficiently, arranging ideas with intent; and conclude the writing effectively
MG: 9-10	GD: 0	KY.9-10.W.S.SC.5 Students will create unified and coherent divisions of text (e.g., paragraphs, stanzas, sections under subheadings, chapters); apply paragraph structures (block and indented) appropriately
MG: 9-10	GD: 0	KY.9-10.W.S.SC.8 Students will incorporate text features (e.g., bullets, subheadings, white space, photographs, diagrams, embedded visuals, charts, shape in poetry) to enhance clarity and meaning
MG: 9-12	GD: 0 to -2	KY.9-12.W.S.EU.2 Students will understand that different types of structures are appropriate for different purposes, audiences and forms of writing. Texts must be unified and coherent.
MG: 9-12	GD: 0 to -2	KY.9-12.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.

Cluster: Text Types and Purposes

CCSS: **CC.9-10.W.2.b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.**

Grade: 9-10 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 9-10	GD: 0	KY.9-10.W.C.SC.6 Students will select and incorporate ideas and information (e.g., from research/inquiry and reading) and explain reflections or connections (e.g., making inferences, predicting conclusions, evaluating contradictions, offering support for conclusions, organizing prior knowledge about a topic)
MG: 9-10	GD: 0	KY.9-10.W.C.SC.8 Students will provide sufficient details and appropriate depth of elaboration for clear understanding
MG: 9-10	GD: 0	KY.9-10.W.P.SC.2 Students will prewrite: • determine the most appropriate form to meet needs of purpose and audience • generate ideas to support and develop a controlling idea (e.g., journaling, webbing, freewriting, researching print/ non-print/ electronic sources, note-taking, interviewing, observing, viewing, surveying, imagining and creating novel ideas) • organize and present ideas by taking notes, quoting, paraphrasing, summarizing
MG: 9-10	GD: 0	KY.9-10.W.S.SC.4 Students will establish a context, thesis and a controlling idea in the introduction; develop the piece sufficiently, arranging ideas with intent; and conclude the writing effectively
MG: 9-10	GD: 0	KY.9-10.W.S.SC.5 Students will create unified and coherent divisions of text (e.g., paragraphs, stanzas, sections under subheadings, chapters); apply paragraph structures (block and indented) appropriately

Cluster: Text Types and Purposes

CCSS: **CC.9-10.W.2.c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.**

Grade: 9-10 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 9-10	GD: 0	KY.9-10.W.S.SC.6 Students will use a variety of transitions and/or transitional elements (e.g., ellipses, time transitions, white space) with intent
MG: 9-10	GD: 0	KY.9-10.W.S.SC.8 Students will incorporate text features (e.g., bullets, subheadings, white space, photographs, diagrams, embedded visuals, charts, shape in poetry) to enhance clarity and meaning

MG: 9-12 GD: 0 to -2 KY.9-12.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.

Cluster: Text Types and Purposes

CCSS: **CC.9-10.W.2.d Use precise language and domain-specific vocabulary to manage the complexity of the topic.**

Grade: 9-10 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 9-10 GD: 0 KY.9-10.W.WC.SC.1 Students will choose precise and descriptive language for clarity, richness and/or its effect on the reader (words with multiple meanings, words that imply different shades of meaning, words with literal and non-literal meanings, foreign words/phrases, strong nouns and verbs, concrete and sensory details, figurative language-metaphors, similes, alliteration, personification)

MG: 9-10 GD: 0 KY.9-10.W.WC.SC.2 Students will use specialized content vocabulary and words used for specific contexts, as needed

MG: 9-12 GD: 0 to -2 KY.9-12.W.WC.EU.1 Students will understand that writers need to choose their language with care, depending on the content, purpose and audience.

MG: 9-12 GD: 0 to -2 KY.9-12.W.WC.EU.2 Students will understand that language should be concise and precise. Strong verbs and nouns, concrete details and sensory language help make meaning clear to the reader.

Cluster: Text Types and Purposes

CCSS: **CC.9-10.W.2.e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.**

Grade: 9-10 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 9-10 GD: 0 KY.9-10.W.C.SC.3 Students will write for a variety of authentic purposes and audiences: • analyze and communicate the significance of a relationship, one's own experiences and/or the experiences of others • analyze and communicate through authentic literary forms to make meaning of the human condition (e.g., short stories, poetry, plays/scripts) • analyze and communicate through authentic transactive purposes for writing (e.g. explaining, persuading, analyzing) • analyze and communicate reflectively about literacy goals • analyze and address needs of intended audience (e.g., anticipating potential misunderstandings, providing sufficient details for clarity and revising to delete unnecessary details) • adjust the writing style (formal, informal, business, technical) for intended audience

MG: 9-10 GD: 0 KY.9-10.W.C.SC.9 Students will use and sustain suitable voice or tone

Cluster: Text Types and Purposes

CCSS: **CC.9-10.W.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).**

Grade: 9-10 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 9-10 GD: 0 KY.9-10.W.C.SC.6 Students will select and incorporate ideas and information (e.g., from research/inquiry and reading) and explain reflections or connections (e.g., making inferences, predicting conclusions, evaluating contradictions, offering support for conclusions, organizing prior knowledge about a topic)

MG: 9-10 GD: 0 KY.9-10.W.S.SC.4 Students will establish a context, thesis and a controlling idea in the introduction; develop the piece sufficiently, arranging ideas with intent; and conclude the writing effectively

MG: 9-12 GD: 0 to -2 KY.9-12.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.

Cluster: Text Types and Purposes

CCSS: **CC.9-10.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

Grade: 9-10 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 9-10 GD: 0 KY.9-10.W.C.SC.3 Students will write for a variety of authentic purposes and audiences: • analyze and communicate the significance of a relationship, one's own experiences and/or the experiences of others • analyze and communicate through authentic literary forms to make meaning of the human condition (e.g., short stories, poetry, plays/scripts) • analyze and communicate through authentic transactive purposes for writing (e.g. explaining, persuading, analyzing) • analyze and communicate reflectively about literacy goals • analyze and address needs of intended audience (e.g., anticipating potential misunderstandings, providing sufficient details for clarity and revising to delete unnecessary details) • adjust the writing style (formal, informal, business, technical) for intended audience

MG: 9-10 GD: 0 KY.9-10.W.C.SC.7 Students will communicate understanding of a complex idea or event from multiple perspectives

MG: 9-12 GD: 0 to -2 KY.9-12.W.C.EU.4 Students will understand that writing can be used to make meaning of one's own experience, as well as of other information/ideas.

MG: 9-12 GD: 0 to -2 KY.9-12.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.

Cluster: Text Types and Purposes

CCSS: **CC.9-10.W.3.a Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.**

Grade: 9-10 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 9-10 GD: 0 KY.9-10.W.C.SC.4 Students will develop and communicate purpose, focus and controlling ideas authentic to the writer

MG: 9-10 GD: 0 KY.9-10.W.C.SC.7 Students will communicate understanding of a complex idea or event from multiple perspectives

MG: 9-10 GD: 0 KY.9-10.W.P.SC.1 Students will focus: establish and maintain a controlling idea on a selected topic

MG: 9-10 GD: 0 KY.9-10.W.S.SC.3 Students will apply structures of a variety of academic and work-related texts (e.g., essay, narrative, poetry, memoir, article, job application, memo, proposal) for authentic and justifiable purposes

MG: 9-12 GD: 0 to -2 KY.9-12.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.

Cluster: Text Types and Purposes

CCSS: **CC.9-10.W.3.b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.**

Grade: 9-10 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 9-10 GD: 0 KY.9-10.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing

MG: 9-10 GD: 0 KY.9-10.W.C.SC.8 Students will provide sufficient details and appropriate depth of elaboration for clear understanding

MG: 9-10	GD: 0	KY.9-10.W.S.SC.7 Students will apply organizational devices (e.g., foreshadowing, flashback) to achieve intended effect on audience
MG: 9-12	GD: 0 to -2	KY.9-12.W.C.EU.3 Students will understand that to be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.

Cluster: Text Types and Purposes

CCSS: **CC.9-10.W.3.c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.**

Grade: 9-10 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 9-10	GD: 0	KY.9-10.W.S.SC.5 Students will create unified and coherent divisions of text (e.g., paragraphs, stanzas, sections under subheadings, chapters); apply paragraph structures (block and indented) appropriately
MG: 9-10	GD: 0	KY.9-10.W.S.SC.6 Students will use a variety of transitions and/or transitional elements (e.g., ellipses, time transitions, white space) with intent
MG: 9-10	GD: 0	KY.9-10.W.S.SC.7 Students will apply organizational devices (e.g., foreshadowing, flashback) to achieve intended effect on audience
MG: 9-12	GD: 0 to -2	KY.9-12.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.

Cluster: Text Types and Purposes

CCSS: **CC.9-10.W.3.d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.**

Grade: 9-10 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 9-10	GD: 0	KY.9-10.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing
MG: 9-10	GD: 0	KY.9-10.W.C.SC.8 Students will provide sufficient details and appropriate depth of elaboration for clear understanding
MG: 9-10	GD: 0	KY.9-10.W.WC.SC.1 Students will choose precise and descriptive language for clarity, richness and/or its effect on the reader (words with multiple meanings, words that imply different shades of meaning, words with literal and non-literal meanings, foreign words/phrases, strong nouns and verbs, concrete and sensory details, figurative language-metaphors, similes, alliteration, personification)
MG: 9-12	GD: 0 to -2	KY.9-12.W.WC.EU.1 Students will understand that writers need to choose their language with care, depending on the content, purpose and audience.
MG: 9-12	GD: 0 to -2	KY.9-12.W.WC.EU.2 Students will understand that language should be concise and precise. Strong verbs and nouns, concrete details and sensory language help make meaning clear to the reader.

Cluster: Text Types and Purposes

CCSS: **CC.9-10.W.3.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.**

Grade: 9-10 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 9-10	GD: 0	KY.9-10.W.S.SC.4 Students will establish a context, thesis and a controlling idea in the introduction; develop the piece sufficiently, arranging ideas with intent; and conclude the writing effectively
MG: 9-12	GD: 0 to -2	KY.9-12.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.

Cluster: Production and Distribution of Writing

CCSS: **CC.9-10.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)**

Grade: 9-10 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 9-10	GD: 0	KY.9-10.W.C.SC.3 Students will write for a variety of authentic purposes and audiences: • analyze and communicate the significance of a relationship, one's own experiences and/or the experiences of others • analyze and communicate through authentic literary forms to make meaning of the human condition (e.g., short stories, poetry, plays/scripts) • analyze and communicate through authentic transactive purposes for writing (e.g. explaining, persuading, analyzing) • analyze and communicate reflectively about literacy goals • analyze and address needs of intended audience (e.g., anticipating potential misunderstandings, providing sufficient details for clarity and revising to delete unnecessary details) • adjust the writing style (formal, informal, business, technical) for intended audience
MG: 9-10	GD: 0	KY.9-10.W.C.SC.4 Students will develop and communicate purpose, focus and controlling ideas authentic to the writer
MG: 9-10	GD: 0	KY.9-10.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing
MG: 9-10	GD: 0	KY.9-10.W.P.SC.6 Students will publish to produce products for intended audience: • present written material using a variety of digital presentations and graphics (e.g., spreadsheets, graphing formats) • present final work in a neat, legible form
MG: 9-10	GD: 0	KY.9-10.W.S.SC.7 Students will apply organizational devices (e.g., foreshadowing, flashback) to achieve intended effect on audience
MG: 9-12	GD: 0 to -2	KY.9-12.W.C.EU.2 Students will understand that different forms of writing are appropriate for different purposes and audiences across the content areas and have different features (e.g. journals, on-demand responses, editorials, literary critiques).
MG: 9-12	GD: 0 to -2	KY.9-12.W.C.EU.3 Students will understand that to be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.

Cluster: Production and Distribution of Writing

CCSS: **CC.9-10.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9-10 page 55.)**

Grade: 9-10 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 9-10	GD: 0	KY.9-10.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing
MG: 9-10	GD: 0	KY.9-10.W.P.SC.2 Students will prewrite: • determine the most appropriate form to meet needs of purpose and audience • generate ideas to support and develop a controlling idea (e.g., journaling, webbing, freewriting, researching print/ non-print/ electronic sources, note-taking, interviewing, observing, viewing, surveying, imagining and creating novel ideas) • organize and present ideas by taking notes, quoting, paraphrasing, summarizing
MG: 9-10	GD: 0	KY.9-10.W.P.SC.3 Students will draft: • determine how, when and whether to use visuals (e.g., illustrations, charts, diagrams, photographs) or technologies (e.g., digital images, video) in lieu of or in addition to written communication • logically introduce and incorporate quotes

MG: 9-10	GD: 0	KY.9-10.W.P.SC.4 Students will revise: • reflect on own writing • confer with peers and other writing conferencing partners to critically analyze one's own work and the work of others • confer to determine where to add, delete, rearrange, define/redefine or elaborate content so that writing is coherent and effective for intended audience, then make revisions • identify and develop topic sentences, making sure ideas are supported appropriately with relevant details and that sentences are in sequential order; insert new sentences and delete unnecessary ones; develop effective introductions and conclusions; eliminate redundant words; choose the most precise words available
MG: 9-10	GD: 0	KY.9-10.W.S.SC.4 Students will establish a context, thesis and a controlling idea in the introduction; develop the piece sufficiently, arranging ideas with intent; and conclude the writing effectively
MG: 9-10	GD: 0	KY.9-10.W.S.SC.7 Students will apply organizational devices (e.g., foreshadowing, flashback) to achieve intended effect on audience
MG: 9-10	GD: 0	KY.9-10.W.WC.SC.5 Students will use print and electronic resources (e.g., word processing, dictionary) and apply knowledge of spelling rules to correct spelling in final drafts
MG: 9-10	GD: 0	KY.9-10.W.WC.SC.6 Students will use print and electronic resources (e.g., word processing, thesaurus, stylebooks) to adhere to standard guidelines for grammar, usage and mechanics
MG: 9-12	GD: 0 to -2	KY.9-12.W.P.EU.1 Students will understand that the writing process is a helpful tool in constructing and demonstrating meaning of content (whether personal expressive, literary, academic or practical) through writing.
MG: 9-12	GD: 0 to -2	KY.9-12.W.P.EU.2 Students will understand that the stages are sometimes recursive (e.g., in the process of revising, a writer sometimes returns to earlier stages of the process).
MG: 9-12	GD: 0 to -2	KY.9-12.W.P.EU.3 Students will understand that writers work through the process at different rates. Often, the process is enhanced by conferencing with others.

Cluster: Production and Distribution of Writing

CCSS: **CC.9-10.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.**

Grade: 9-10 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 9-10	GD: 0	KY.9-10.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing
MG: 9-10	GD: 0	KY.9-10.W.P.SC.3 Students will draft: • determine how, when and whether to use visuals (e.g., illustrations, charts, diagrams, photographs) or technologies (e.g., digital images, video) in lieu of or in addition to written communication • logically introduce and incorporate quotes
MG: 9-10	GD: 0	KY.9-10.W.P.SC.6 Students will publish to produce products for intended audience: • present written material using a variety of digital presentations and graphics (e.g., spreadsheets, graphing formats) • present final work in a neat, legible form
MG: 9-12	GD: 0 to -2	KY.9-12.I.EU.4 Students will understand that collaboration involves sharing new ideas with others. Shared knowledge is a community-building process, and the meaning of research/investigation takes on greater relevance in the context of the learner's society. Comparing notes, discussing conclusions, and sharing experiences are all examples of this process in action.
MG: 9-12	GD: 0 to -2	KY.9-12.W.P.EU.3 Students will understand that writers work through the process at different rates. Often, the process is enhanced by conferencing with others.

Cluster: Research to Build and Present Knowledge

CCSS: **CC.9-10.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.**

Grade: 9-10 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 9-10	GD: 0	KY.9-10.W.C.SC.3 Students will write for a variety of authentic purposes and audiences: • analyze and communicate the significance of a relationship, one's own experiences and/or the experiences of others • analyze and communicate through authentic literary forms to make meaning of the human condition (e.g., short stories, poetry, plays/scripts) • analyze and communicate through authentic transactive purposes for writing (e.g. explaining, persuading, analyzing) • analyze and communicate reflectively about literacy goals • analyze and address needs of intended audience (e.g., anticipating potential misunderstandings, providing sufficient details for clarity and revising to delete unnecessary details) • adjust the writing style (formal, informal, business, technical) for intended audience
MG: 9-10	GD: 0	KY.9-10.W.C.SC.6 Students will select and incorporate ideas and information (e.g., from research/inquiry and reading) and explain reflections or connections (e.g., making inferences, predicting conclusions, evaluating contradictions, offering support for conclusions, organizing prior knowledge about a topic)
MG: 9-10	GD: 0	KY.9-10.W.P.SC.2 Students will prewrite: • determine the most appropriate form to meet needs of purpose and audience • generate ideas to support and develop a controlling idea (e.g., journaling, webbing, freewriting, researching print/ non-print/ electronic sources, note-taking, interviewing, observing, viewing, surveying, imagining and creating novel ideas) • organize and present ideas by taking notes, quoting, paraphrasing, summarizing
MG: 9-12	GD: 0 to -2	KY.9-12.I.EU.1 Students will understand that the inquiry process is used to investigate topics or questions important to the researcher. Questions are redefined throughout the learning process. The researcher may revise the question, refine a line of query, or go in a direction that the original question did not anticipate.
MG: 9-12	GD: 0 to -2	KY.9-12.I.EU.2 Students will understand that many methods of and sources for investigation exist, including interview, observation, survey, viewing, experimenting, and critical reading. The ability to synthesize meaning is the creative spark that forms new knowledge.
MG: 9-12	GD: 0 to -2	KY.9-12.I.EU.5 Students will understand that reflection is ongoing and integral to the inquiry and research processes and involves taking the time to look back at the question, the research strategy, and the conclusions made. The learner evaluates, makes observations, and possibly makes new decisions.

Cluster: Research to Build and Present Knowledge

CCSS: **CC.9-10.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.**

Grade: 9-10 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 9-10	GD: 0	KY.9-10.W.C.SC.6 Students will select and incorporate ideas and information (e.g., from research/inquiry and reading) and explain reflections or connections (e.g., making inferences, predicting conclusions, evaluating contradictions, offering support for conclusions, organizing prior knowledge about a topic)
MG: 9-10	GD: 0	KY.9-10.W.WC.SC.7 Students will use a standard format (e.g., MLA, APA) to document ideas from print and non-print sources, when paraphrasing, summarizing, quoting or using graphics

MG: 9-12	GD: 0 to -2	KY.9-12.I.EU.1 Students will understand that the inquiry process is used to investigate topics or questions important to the researcher. Questions are redefined throughout the learning process. The researcher may revise the question, refine a line of query, or go in a direction that the original question did not anticipate.
MG: 9-12	GD: 0 to -2	KY.9-12.I.EU.2 Students will understand that many methods of and sources for investigation exist, including interview, observation, survey, viewing, experimenting, and critical reading. The ability to synthesize meaning is the creative spark that forms new knowledge.
MG: 9-12	GD: 0 to -2	KY.9-12.I.EU.3 Students will understand that inquiry integrates elements and processes of reading, writing, research, creative and critical thinking, and logic, and involves communicating findings through a product.
MG: 9-12	GD: 0 to -2	KY.9-12.I.EU.5 Students will understand that reflection is ongoing and integral to the inquiry and research processes and involves taking the time to look back at the question, the research strategy, and the conclusions made. The learner evaluates, makes observations, and possibly makes new decisions.
MG: 9-12	GD: 0 to -2	KY.9-12.W.WC.EU.4 Students will understand that writers need to document sources/give credit for the ideas of others.

Cluster: Research to Build and Present Knowledge

CCSS: **CC.9-10.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.**

Grade: 9-10 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 9-10	GD: 0	KY.9-10.W.C.SC.6 Students will select and incorporate ideas and information (e.g., from research/inquiry and reading) and explain reflections or connections (e.g., making inferences, predicting conclusions, evaluating contradictions, offering support for conclusions, organizing prior knowledge about a topic)
MG: 9-10	GD: 0	KY.9-10.W.C.SC.8 Students will provide sufficient details and appropriate depth of elaboration for clear understanding
MG: 9-10	GD: 0	KY.9-10.W.P.SC.2 Students will prewrite: • determine the most appropriate form to meet needs of purpose and audience • generate ideas to support and develop a controlling idea (e.g., journaling, webbing, freewriting, researching print/ non-print/ electronic sources, note-taking, interviewing, observing, viewing, surveying, imagining and creating novel ideas) • organize and present ideas by taking notes, quoting, paraphrasing, summarizing
MG: 9-10	GD: 0	KY.9-10.W.S.SC.2 Students will develop analytical structures appropriate to purpose (e.g., sequence, problem/solution, description, cause/effect, compare/contrast, chronology, proposition/support)
MG: 9-10	GD: 0	KY.9-10.W.S.SC.3 Students will apply structures of a variety of academic and work-related texts (e.g., essay, narrative, poetry, memoir, article, job application, memo, proposal) for authentic and justifiable purposes
MG: 9-12	GD: 0 to -2	KY.9-12.I.EU.1 Students will understand that the inquiry process is used to investigate topics or questions important to the researcher. Questions are redefined throughout the learning process. The researcher may revise the question, refine a line of query, or go in a direction that the original question did not anticipate.
MG: 9-12	GD: 0 to -2	KY.9-12.I.EU.2 Students will understand that many methods of and sources for investigation exist, including interview, observation, survey, viewing, experimenting, and critical reading. The ability to synthesize meaning is the creative spark that forms new knowledge.
MG: 9-12	GD: 0 to -2	KY.9-12.I.EU.5 Students will understand that reflection is ongoing and integral to the inquiry and research processes and involves taking the time to look back at the question, the research strategy, and the conclusions made. The learner evaluates, makes observations, and possibly makes new decisions.

Cluster: Research to Build and Present Knowledge

CCSS: **CC.9-10.W.9.a Apply grades 9–10 Reading standards to literature(e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").**

Grade: 9-10 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 9-10	GD: 0	KY.9-10.W.C.SC.6 Students will select and incorporate ideas and information (e.g., from research/inquiry and reading) and explain reflections or connections (e.g., making inferences, predicting conclusions, evaluating contradictions, offering support for conclusions, organizing prior knowledge about a topic)
MG: 9-10	GD: 0	KY.9-10.W.C.SC.7 Students will communicate understanding of a complex idea or event from multiple perspectives
MG: 9-12	GD: 0 to -2	KY.9-12.R.D.EU.5 Students will understand that judging the credibility of sources, evaluating arguments, and understanding and conveying information are essential skills needed for postsecondary education, the workplace, and in exercising the rights of citizenship.
MG: 9-12	GD: 0 to -2	KY.9-12.R.I.EU.2 Students will understand that references from texts provide evidence to support conclusions, the information presented, or the author's perspective.
MG: 9-12	GD: 0 to -2	KY.9-12.R.I.EU.3 Students will understand that authors make intentional choices that are designed to produce a desired effect on the reader.

Cluster: Research to Build and Present Knowledge

CCSS: **CC.9-10.W.9.b Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").**

Grade: 9-10 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 9-10	GD: 0	KY.9-10.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing
MG: 9-10	GD: 0	KY.9-10.W.C.SC.6 Students will select and incorporate ideas and information (e.g., from research/inquiry and reading) and explain reflections or connections (e.g., making inferences, predicting conclusions, evaluating contradictions, offering support for conclusions, organizing prior knowledge about a topic)
MG: 9-12	GD: 0 to -2	KY.9-12.R.D.EU.2 Students will understand that references from texts provide evidence to support judgments made about why and how the text was developed, considering the content, organization and form.
MG: 9-12	GD: 0 to -2	KY.9-12.R.D.EU.5 Students will understand that judging the credibility of sources, evaluating arguments, and understanding and conveying information are essential skills needed for postsecondary education, the workplace, and in exercising the rights of citizenship.
MG: 9-12	GD: 0 to -2	KY.9-12.R.I.EU.2 Students will understand that references from texts provide evidence to support conclusions, the information presented, or the author's perspective.

Cluster: Range of Writing

CCSS: **CC.9-10.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**

Grade: 9-10 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 9-10	GD: 0	KY.9-10.SLO.SC.11 When listening, students will respond to information in a variety of ways by: respond to information in a variety of ways: summarizing, taking useful notes, organizing, analyzing or recording that which is meaningful and useful

MG: 9-10	GD: 0	KY.9-10.W.C.SC.1 Students will write to learn by applying strategies effectively (e.g., personal journals, writer's notebooks)
MG: 9-10	GD: 0	KY.9-10.W.C.SC.2 Students will write to demonstrate learning and understanding of content knowledge (e.g., reading responses, open responses, reflective letters, research reports)
MG: 9-10	GD: 0	KY.9-10.W.C.SC.3 Students will write for a variety of authentic purposes and audiences: • analyze and communicate the significance of a relationship, one's own experiences and/or the experiences of others • analyze and communicate through authentic literary forms to make meaning of the human condition (e.g., short stories, poetry, plays/scripts) • analyze and communicate through authentic transactive purposes for writing (e.g. explaining, persuading, analyzing) • analyze and communicate reflectively about literacy goals • analyze and address needs of intended audience (e.g., anticipating potential misunderstandings, providing sufficient details for clarity and revising to delete unnecessary details) • adjust the writing style (formal, informal, business, technical) for intended audience
MG: 9-10	GD: 0	KY.9-10.W.P.SC.7 Students will reflect and evaluate personal progress and skills in writing
MG: 9-12	GD: 0 to -2	KY.9-12.W.C.EU.1 Students will understand that there are many reasons for all high school students to write including writing-to-learn, writing-to-demonstrate learning, and writing for authentic purposes and audiences.
MG: 9-12	GD: 0 to -2	KY.9-12.W.S.EU.2 Students will understand that different types of structures are appropriate for different purposes, audiences and forms of writing. Texts must be unified and coherent.

Cluster: Text Types and Purposes

CCSS: **CC.11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

Grade: 11-12 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 11-12	GD: 0	KY.11-12.W.C.SC.3 Students will write for a variety of authentic purposes and audiences: • analyze and communicate the significance of a relationship, one's own experiences and/or the experiences of others • analyze and communicate through authentic literary forms to make meaning of the human condition (e.g., short stories, poetry, plays/scripts) • analyze and communicate through authentic transactive purposes for writing (e.g. explaining, persuading, analyzing, synthesizing, evaluating) • analyze and communicate reflectively about literacy goals • analyze and address needs of intended audience (e.g., anticipating potential misunderstandings, providing sufficient details for clarity and revising to delete unnecessary details) • adjust the writing style (formal, informal, business, technical) for intended audience
MG: 11-12	GD: 0	KY.11-12.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing
MG: 11-12	GD: 0	KY.11-12.W.C.SC.6 Students will select and incorporate ideas and information (e.g., from research/inquiry and reading) and explain reflections or connections (e.g., making inferences, predicting conclusions, evaluating contradictions, analyzing interrelationships, offering support for conclusions, organizing prior knowledge about a topic)
MG: 11-12	GD: 0	KY.11-12.W.C.SC.8 Students will provide sufficient details and appropriate depth of elaboration for clear understanding
MG: 11-12	GD: 0	KY.11-12.W.S.SC.2 Students will develop analytical structures appropriate to purpose (e.g., sequence, problem/solution, description, cause/effect, compare/contrast, chronology, proposition/support)
MG: 11-12	GD: 0	KY.11-12.W.S.SC.3 Students will apply structures of a variety of academic and work-related texts (e.g., argumentative essays, literary analyses, scholarship essays, personal essays, editorials, short stories, resumes, cover letters for resumes, proposals) for authentic and justifiable purposes
MG: 9-12	GD: 2	KY.9-12.W.C.EU.2 Students will understand that different forms of writing are appropriate for different purposes and audiences across the content areas and have different features (e.g. journals, on-demand responses, editorials, literary critiques).

Cluster: Text Types and Purposes

CCSS: **CC.11-12.W.1.a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.**

Grade: 11-12 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 11-12	GD: 0	KY.11-12.W.S.SC.2 Students will develop analytical structures appropriate to purpose (e.g., sequence, problem/solution, description, cause/effect, compare/contrast, chronology, proposition/support)
MG: 11-12	GD: 0	KY.11-12.W.S.SC.4 Students will establish a context, thesis and a controlling idea in the introduction; develop the piece sufficiently, arranging ideas with intent; and conclude the writing effectively
MG: 11-12	GD: 0	KY.11-12.W.S.SC.5 Students will create unified and coherent divisions of text (e.g., paragraphs, stanzas, sections under subheadings, chapters); apply paragraph structures (block and indented) appropriately

Cluster: Text Types and Purposes

CCSS: **CC.11-12.W.1.b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.**

Grade: 11-12 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 11-12	GD: 0	KY.11-12.W.C.SC.2 Students will write to demonstrate learning and understanding of content knowledge (e.g., on-demand writing, research papers and essays, lab reports)
MG: 11-12	GD: 0	KY.11-12.W.C.SC.4 Students will develop and communicate purpose, focus and controlling ideas authentic to the writer
MG: 11-12	GD: 0	KY.11-12.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing
MG: 11-12	GD: 0	KY.11-12.W.C.SC.6 Students will select and incorporate ideas and information (e.g., from research/inquiry and reading) and explain reflections or connections (e.g., making inferences, predicting conclusions, evaluating contradictions, analyzing interrelationships, offering support for conclusions, organizing prior knowledge about a topic)
MG: 11-12	GD: 0	KY.11-12.W.C.SC.8 Students will provide sufficient details and appropriate depth of elaboration for clear understanding
MG: 9-12	GD: 2	KY.9-12.W.C.EU.3 Students will understand that to be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.

Cluster: Text Types and Purposes

CCSS: **CC.11-12.W.1.c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.**

Grade: 11-12 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 11-12	GD: 0	KY.11-12.W.S.SC.6 Students will use a variety of transitions and/or transitional elements (e.g., transitional sentences, ellipses, time transitions, white space) with intent
MG: 11-12	GD: 0	KY.11-12.W.WC.SC.1 Students will choose precise and descriptive language for clarity, richness and/or its effect on the reader (words with multiple meanings, words that imply different shades of meaning, words with literal and non-literal meanings, foreign words/phrases, strong nouns and verbs, concrete and sensory details, figurative language - metaphors, paradox, allusion, hyperbole)
MG: 9-12	GD: 2	KY.9-12.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.
MG: 9-12	GD: 2	KY.9-12.W.WC.EU.1 Students will understand that writers need to choose their language with care, depending on the content, purpose and audience.

Cluster: Text Types and Purposes

CCSS: **CC.11-12.W.1.d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.**

Grade: 11-12 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 11-12	GD: 0	KY.11-12.W.C.SC.3 Students will write for a variety of authentic purposes and audiences: • analyze and communicate the significance of a relationship, one's own experiences and/or the experiences of others • analyze and communicate through authentic literary forms to make meaning of the human condition (e.g., short stories, poetry, plays/scripts) • analyze and communicate through authentic transactive purposes for writing (e.g. explaining, persuading, analyzing, synthesizing, evaluating) • analyze and communicate reflectively about literacy goals • analyze and address needs of intended audience (e.g., anticipating potential misunderstandings, providing sufficient details for clarity and revising to delete unnecessary details) • adjust the writing style (formal, informal, business, technical) for intended audience
MG: 11-12	GD: 0	KY.11-12.W.C.SC.9 Students will use and sustain suitable voice or tone
MG: 11-12	GD: 0	KY.11-12.W.WC.SC.2 Students will use specialized content vocabulary and words used for specific contexts, as needed
MG: 9-12	GD: 2	KY.9-12.W.WC.EU.1 Students will understand that writers need to choose their language with care, depending on the content, purpose and audience.

Cluster: Text Types and Purposes

CCSS: **CC.11-12.W.1.e Provide a concluding statement or section that follows from and supports the argument presented.**

Grade: 11-12 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 11-12	GD: 0	KY.11-12.W.S.SC.4 Students will establish a context, thesis and a controlling idea in the introduction; develop the piece sufficiently, arranging ideas with intent; and conclude the writing effectively
MG: 9-12	GD: 2	KY.9-12.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.

Cluster: Text Types and Purposes

CCSS: **CC.11-12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**

Grade: 11-12 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 11-12	GD: 0	KY.11-12.W.C.SC.3 Students will write for a variety of authentic purposes and audiences: • analyze and communicate the significance of a relationship, one's own experiences and/or the experiences of others • analyze and communicate through authentic literary forms to make meaning of the human condition (e.g., short stories, poetry, plays/scripts) • analyze and communicate through authentic transactive purposes for writing (e.g. explaining, persuading, analyzing, synthesizing, evaluating) • analyze and communicate reflectively about literacy goals • analyze and address needs of intended audience (e.g., anticipating potential misunderstandings, providing sufficient details for clarity and revising to delete unnecessary details) • adjust the writing style (formal, informal, business, technical) for intended audience
MG: 11-12	GD: 0	KY.11-12.W.C.SC.4 Students will develop and communicate purpose, focus and controlling ideas authentic to the writer
MG: 11-12	GD: 0	KY.11-12.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing

MG: 11-12	GD: 0	KY.11-12.W.C.SC.6 Students will select and incorporate ideas and information (e.g., from research/inquiry and reading) and explain reflections or connections (e.g., making inferences, predicting conclusions, evaluating contradictions, analyzing interrelationships, offering support for conclusions, organizing prior knowledge about a topic)
MG: 11-12	GD: 0	KY.11-12.W.C.SC.7 Students will communicate understanding of a complex idea or event from multiple perspectives
MG: 11-12	GD: 0	KY.11-12.W.P.SC.1 Students will focus: establish and maintain a controlling idea on a selected topic
MG: 9-12	GD: 2	KY.9-12.W.C.EU.2 Students will understand that different forms of writing are appropriate for different purposes and audiences across the content areas and have different features (e.g. journals, on-demand responses, editorials, literary critiques).
MG: 9-12	GD: 2	KY.9-12.W.C.EU.3 Students will understand that to be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.

Cluster: Text Types and Purposes

CCSS: **CC.11-12.W.2.a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.**

Grade: 11-12 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 11-12	GD: 0	KY.11-12.W.P.SC.2 Students will prewrite: • determine the most appropriate form to meet needs of purpose and audience • generate ideas to support and develop a controlling idea (e.g., journaling, webbing, freewriting, researching print/ non-print/ electronic sources, note-taking, interviewing, observing, viewing, surveying, imagining and creating novel ideas) • organize and present ideas by taking notes, quoting, paraphrasing, summarizing
MG: 11-12	GD: 0	KY.11-12.W.S.SC.3 Students will apply structures of a variety of academic and work-related texts (e.g., argumentative essays, literary analyses, scholarship essays, personal essays, editorials, short stories, resumes, cover letters for resumes, proposals) for authentic and justifiable purposes
MG: 11-12	GD: 0	KY.11-12.W.S.SC.4 Students will establish a context, thesis and a controlling idea in the introduction; develop the piece sufficiently, arranging ideas with intent; and conclude the writing effectively
MG: 11-12	GD: 0	KY.11-12.W.S.SC.5 Students will create unified and coherent divisions of text (e.g., paragraphs, stanzas, sections under subheadings, chapters); apply paragraph structures (block and indented) appropriately
MG: 11-12	GD: 0	KY.11-12.W.S.SC.8 Students will incorporate text features (e.g., bullets, subheadings, white space, photographs, diagrams, embedded visuals, charts, shape in poetry) to enhance clarity and meaning
MG: 9-10	GD: 2	KY.9-10.W.P.SC.1 Students will focus: establish and maintain a controlling idea on a selected topic
MG: 9-12	GD: 2	KY.9-12.W.S.EU.2 Students will understand that different types of structures are appropriate for different purposes, audiences and forms of writing. Texts must be unified and coherent.
MG: 9-12	GD: 2	KY.9-12.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.

Cluster: Text Types and Purposes

CCSS: **CC.11-12.W.2.b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.**

Grade: 11-12 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 11-12	GD: 0	KY.11-12.W.C.SC.4 Students will develop and communicate purpose, focus and controlling ideas authentic to the writer
MG: 11-12	GD: 0	KY.11-12.W.C.SC.6 Students will select and incorporate ideas and information (e.g., from research/inquiry and reading) and explain reflections or connections (e.g., making inferences, predicting conclusions, evaluating contradictions, analyzing interrelationships, offering support for conclusions, organizing prior knowledge about a topic)
MG: 11-12	GD: 0	KY.11-12.W.C.SC.8 Students will provide sufficient details and appropriate depth of elaboration for clear understanding
MG: 11-12	GD: 0	KY.11-12.W.P.SC.2 Students will prewrite: • determine the most appropriate form to meet needs of purpose and audience • generate ideas to support and develop a controlling idea (e.g., journaling, webbing, freewriting, researching print/ non-print/ electronic sources, note-taking, interviewing, observing, viewing, surveying, imagining and creating novel ideas) • organize and present ideas by taking notes, quoting, paraphrasing, summarizing
MG: 11-12	GD: 0	KY.11-12.W.P.SC.4 Students will revise: • reflect on own writing • confer with peers and other writing conferencing partners to critically analyze one's own work and the work of others • confer to determine where to add, delete, rearrange, define/redefine or elaborate content so that writing is coherent and effective for intended audience, then make revisions • identify and develop topic sentences, making sure ideas are supported appropriately with relevant details and that sentences are in sequential order; insert new sentences and delete unnecessary ones; develop effective introductions and conclusions; eliminate redundant words; choose the most precise words available
MG: 9-12	GD: 2	KY.9-12.W.C.EU.3 Students will understand that to be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.

Cluster: Text Types and Purposes

CCSS: **CC.11-12.W.2.c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.**

Grade: 11-12 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 11-12	GD: 0	KY.11-12.W.S.SC.6 Students will use a variety of transitions and/or transitional elements (e.g., transitional sentences, ellipses, time transitions, white space) with intent
MG: 9-10	GD: 2	KY.9-10.W.S.SC.8 Students will incorporate text features (e.g., bullets, subheadings, white space, photographs, diagrams, embedded visuals, charts, shape in poetry) to enhance clarity and meaning
MG: 9-12	GD: 2	KY.9-12.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.

Cluster: Text Types and Purposes

CCSS: **CC.11-12.W.2.d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.**

Grade: 11-12 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 11-12	GD: 0	KY.11-12.W.WC.SC.1 Students will choose precise and descriptive language for clarity, richness and/or its effect on the reader (words with multiple meanings, words that imply different shades of meaning, words with literal and non-literal meanings, foreign words/phrases, strong nouns and verbs, concrete and sensory details, figurative language - metaphors, paradox, allusion, hyperbole)
MG: 11-12	GD: 0	KY.11-12.W.WC.SC.2 Students will use specialized content vocabulary and words used for specific contexts, as needed
MG: 9-10	GD: 2	KY.9-10.W.C.SC.3 Students will write for a variety of authentic purposes and audiences: • analyze and communicate the significance of a relationship, one's own experiences and/or the experiences of others • analyze and communicate through authentic literary forms to make meaning of the human condition (e.g., short stories, poetry, plays/scripts) • analyze and communicate through authentic transactive purposes for writing (e.g. explaining, persuading, analyzing) • analyze and communicate reflectively about literacy goals • analyze and address needs of intended audience (e.g., anticipating potential misunderstandings, providing sufficient details for clarity and revising to delete unnecessary details) • adjust the writing style (formal, informal, business, technical) for intended audience
MG: 9-12	GD: 2	KY.9-12.W.WC.EU.1 Students will understand that writers need to choose their language with care, depending on the content, purpose and audience.
MG: 9-12	GD: 2	KY.9-12.W.WC.EU.2 Students will understand that language should be concise and precise. Strong verbs and nouns, concrete details and sensory language help make meaning clear to the reader.

Cluster: Text Types and Purposes

CCSS: **CC.11-12.W.2.e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.**

Grade: 11-12 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 11-12	GD: 0	KY.11-12.W.C.SC.9 Students will use and sustain suitable voice or tone

Cluster: Text Types and Purposes

CCSS: **CC.11-12.W.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).**

Grade: 11-12 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 11-12	GD: 0	KY.11-12.W.S.SC.4 Students will establish a context, thesis and a controlling idea in the introduction; develop the piece sufficiently, arranging ideas with intent; and conclude the writing effectively
MG: 11-12	GD: 0	KY.11-12.W.S.SC.6 Students will use a variety of transitions and/or transitional elements (e.g., transitional sentences, ellipses, time transitions, white space) with intent
MG: 9-12	GD: 2	KY.9-12.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.

Cluster: Text Types and Purposes

CCSS: **CC.11-12.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

Grade: 11-12 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 11-12	GD: 0	KY.11-12.W.C.SC.3 Students will write for a variety of authentic purposes and audiences: • analyze and communicate the significance of a relationship, one's own experiences and/or the experiences of others • analyze and communicate through authentic literary forms to make meaning of the human condition (e.g., short stories, poetry, plays/scripts) • analyze and communicate through authentic transactive purposes for writing (e.g. explaining, persuading, analyzing, synthesizing, evaluating) • analyze and communicate reflectively about literacy goals • analyze and address needs of intended audience (e.g., anticipating potential misunderstandings, providing sufficient details for clarity and revising to delete unnecessary details) • adjust the writing style (formal, informal, business, technical) for intended audience
MG: 11-12	GD: 0	KY.11-12.W.C.SC.7 Students will communicate understanding of a complex idea or event from multiple perspectives
MG: 9-12	GD: 2	KY.9-12.W.C.EU.2 Students will understand that different forms of writing are appropriate for different purposes and audiences across the content areas and have different features (e.g. journals, on-demand responses, editorials, literary critiques).
MG: 9-12	GD: 2	KY.9-12.W.C.EU.4 Students will understand that writing can be used to make meaning of one's own experience, as well as of other information/ideas.
MG: 9-12	GD: 2	KY.9-12.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.

Cluster: Text Types and Purposes

CCSS: **CC.11-12.W.3.a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.**

Grade: 11-12 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 11-12	GD: 0	KY.11-12.W.C.SC.4 Students will develop and communicate purpose, focus and controlling ideas authentic to the writer
MG: 11-12	GD: 0	KY.11-12.W.C.SC.7 Students will communicate understanding of a complex idea or event from multiple perspectives
MG: 11-12	GD: 0	KY.11-12.W.P.SC.1 Students will focus: establish and maintain a controlling idea on a selected topic
MG: 11-12	GD: 0	KY.11-12.W.S.SC.3 Students will apply structures of a variety of academic and work-related texts (e.g., argumentative essays, literary analyses, scholarship essays, personal essays, editorials, short stories, resumes, cover letters for resumes, proposals) for authentic and justifiable purposes
MG: 9-12	GD: 2	KY.9-12.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.

Cluster: Text Types and Purposes

CCSS: **CC.11-12.W.3.b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.**

Grade: 11-12 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 11-12	GD: 0	KY.11-12.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing
MG: 11-12	GD: 0	KY.11-12.W.C.SC.8 Students will provide sufficient details and appropriate depth of elaboration for clear understanding

MG: 9-12	GD: 2	KY.9-12.W.C.EU.3 Students will understand that to be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.

Cluster: Text Types and Purposes

CCSS: **CC.11-12.W.3.c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).**

Grade: 11-12 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 11-12	GD: 0	KY.11-12.W.S.SC.5 Students will create unified and coherent divisions of text (e.g., paragraphs, stanzas, sections under subheadings, chapters); apply paragraph structures (block and indented) appropriately
MG: 11-12	GD: 0	KY.11-12.W.S.SC.6 Students will use a variety of transitions and/or transitional elements (e.g., transitional sentences, ellipses, time transitions, white space) with intent
MG: 11-12	GD: 0	KY.11-12.W.S.SC.7 Students will apply organizational devices (e.g., foreshadowing, flashback) to achieve intended effect on audience
MG: 9-12	GD: 2	KY.9-12.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.

Cluster: Text Types and Purposes

CCSS: **CC.11-12.W.3.d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.**

Grade: 11-12 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 11-12	GD: 0	KY.11-12.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing
MG: 11-12	GD: 0	KY.11-12.W.C.SC.8 Students will provide sufficient details and appropriate depth of elaboration for clear understanding
MG: 11-12	GD: 0	KY.11-12.W.WC.SC.1 Students will choose precise and descriptive language for clarity, richness and/or its effect on the reader (words with multiple meanings, words that imply different shades of meaning, words with literal and non-literal meanings, foreign words/phrases, strong nouns and verbs, concrete and sensory details, figurative language - metaphors, paradox, allusion, hyperbole)
MG: 9-12	GD: 2	KY.9-12.W.WC.EU.1 Students will understand that writers need to choose their language with care, depending on the content, purpose and audience.
MG: 9-12	GD: 2	KY.9-12.W.WC.EU.2 Students will understand that language should be concise and precise. Strong verbs and nouns, concrete details and sensory language help make meaning clear to the reader.

Cluster: Text Types and Purposes

CCSS: **CC.11-12.W.3.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.**

Grade: 11-12 DM: 1 = Weak match, major aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 11-12	GD: 0	KY.11-12.W.S.SC.4 Students will establish a context, thesis and a controlling idea in the introduction; develop the piece sufficiently, arranging ideas with intent; and conclude the writing effectively
MG: 9-12	GD: 2	KY.9-12.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.

Cluster: Production and Distribution of Writing

CCSS: **CC.11-12.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)**

Grade: 11-12 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 11-12	GD: 0	KY.11-12.W.C.SC.3 Students will write for a variety of authentic purposes and audiences: • analyze and communicate the significance of a relationship, one's own experiences and/or the experiences of others • analyze and communicate through authentic literary forms to make meaning of the human condition (e.g., short stories, poetry, plays/scripts) • analyze and communicate through authentic transactive purposes for writing (e.g. explaining, persuading, analyzing, synthesizing, evaluating) • analyze and communicate reflectively about literacy goals • analyze and address needs of intended audience (e.g., anticipating potential misunderstandings, providing sufficient details for clarity and revising to delete unnecessary details) • adjust the writing style (formal, informal, business, technical) for intended audience
MG: 11-12	GD: 0	KY.11-12.W.C.SC.4 Students will develop and communicate purpose, focus and controlling ideas authentic to the writer
MG: 11-12	GD: 0	KY.11-12.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing
MG: 11-12	GD: 0	KY.11-12.W.C.SC.7 Students will communicate understanding of a complex idea or event from multiple perspectives
MG: 11-12	GD: 0	KY.11-12.W.C.SC.8 Students will provide sufficient details and appropriate depth of elaboration for clear understanding
MG: 11-12	GD: 0	KY.11-12.W.P.SC.6 Students will publish to produce products for intended audience: • present written material using a variety of digital presentations and graphics (e.g., spreadsheets, graphing formats) • present final work in a neat, legible form
MG: 11-12	GD: 0	KY.11-12.W.S.SC.4 Students will establish a context, thesis and a controlling idea in the introduction; develop the piece sufficiently, arranging ideas with intent; and conclude the writing effectively
MG: 9-12	GD: 2	KY.9-12.W.C.EU.2 Students will understand that different forms of writing are appropriate for different purposes and audiences across the content areas and have different features (e.g. journals, on-demand responses, editorials, literary critiques).
MG: 9-12	GD: 2	KY.9-12.W.C.EU.3 Students will understand that to be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.
MG: 9-12	GD: 2	KY.9-12.W.S.EU.2 Students will understand that different types of structures are appropriate for different purposes, audiences and forms of writing. Texts must be unified and coherent.
MG: 9-12	GD: 2	KY.9-12.W.S.EU.3 Students will understand that structural elements such as context, meaningful order of ideas, transitional elements and conclusion all help make meaning clear for the reader.

Cluster: Production and Distribution of Writing

CCSS: **CC.11-12.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12 on page 55.)**

Grade: 11-12 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 11-12	GD: 0	KY.11-12.W.C.SC.3 Students will write for a variety of authentic purposes and audiences: • analyze and communicate the significance of a relationship, one's own experiences and/or the experiences of others • analyze and communicate through authentic literary forms to make meaning of the human condition (e.g., short stories, poetry, plays/scripts) • analyze and communicate through authentic transactive purposes for writing (e.g. explaining, persuading, analyzing, synthesizing, evaluating) • analyze and communicate reflectively about literacy goals • analyze and address needs of intended audience (e.g., anticipating potential misunderstandings, providing sufficient details for clarity and revising to delete unnecessary details) • adjust the writing style (formal, informal, business, technical) for intended audience
MG: 11-12	GD: 0	KY.11-12.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing
MG: 11-12	GD: 0	KY.11-12.W.C.SC.6 Students will select and incorporate ideas and information (e.g., from research/inquiry and reading) and explain reflections or connections (e.g., making inferences, predicting conclusions, evaluating contradictions, analyzing interrelationships, offering support for conclusions, organizing prior knowledge about a topic)
MG: 11-12	GD: 0	KY.11-12.W.P.SC.2 Students will prewrite: • determine the most appropriate form to meet needs of purpose and audience • generate ideas to support and develop a controlling idea (e.g., journaling, webbing, freewriting, researching print/ non-print/ electronic sources, note-taking, interviewing, observing, viewing, surveying, imagining and creating novel ideas) • organize and present ideas by taking notes, quoting, paraphrasing, summarizing
MG: 11-12	GD: 0	KY.11-12.W.P.SC.3 Students will draft: • determine how, when and whether to use visuals (e.g., illustrations, charts, diagrams, photographs) or technologies (e.g., digital images, video) in lieu of or in addition to written communication • logically introduce and incorporate quotes
MG: 11-12	GD: 0	KY.11-12.W.P.SC.4 Students will revise: • reflect on own writing • confer with peers and other writing conferencing partners to critically analyze one's own work and the work of others • confer to determine where to add, delete, rearrange, define/redefine or elaborate content so that writing is coherent and effective for intended audience, then make revisions • identify and develop topic sentences, making sure ideas are supported appropriately with relevant details and that sentences are in sequential order; insert new sentences and delete unnecessary ones; develop effective introductions and conclusions; eliminate redundant words; choose the most precise words available
MG: 11-12	GD: 0	KY.11-12.W.S.SC.4 Students will establish a context, thesis and a controlling idea in the introduction; develop the piece sufficiently, arranging ideas with intent; and conclude the writing effectively
MG: 11-12	GD: 0	KY.11-12.W.S.SC.7 Students will apply organizational devices (e.g., foreshadowing, flashback) to achieve intended effect on audience
MG: 9-12	GD: 2	KY.9-12.W.P.EU.1 Students will understand that the writing process is a helpful tool in constructing and demonstrating meaning of content (whether personal expressive, literary, academic or practical) through writing.
MG: 9-12	GD: 2	KY.9-12.W.P.EU.2 Students will understand that the stages are sometimes recursive (e.g., in the process of revising, a writer sometimes returns to earlier stages of the process).

Cluster: Production and Distribution of Writing

CCSS: **CC.11-12.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.**

Grade: 11-12 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 11-12	GD: 0	KY.11-12.W.P.SC.3 Students will draft: • determine how, when and whether to use visuals (e.g., illustrations, charts, diagrams, photographs) or technologies (e.g., digital images, video) in lieu of or in addition to written communication • logically introduce and incorporate quotes
MG: 11-12	GD: 0	KY.11-12.W.P.SC.6 Students will publish to produce products for intended audience: • present written material using a variety of digital presentations and graphics (e.g., spreadsheets, graphing formats) • present final work in a neat, legible form
MG: 11-12	GD: 0	KY.11-12.W.WC.SC.5 Students will use print and electronic resources (e.g., word processing, dictionary) and apply knowledge of spelling rules to correct spelling in final drafts
MG: 11-12	GD: 0	KY.11-12.W.WC.SC.6 Students will use print and electronic resources (e.g., word processing, thesaurus) to adhere to standard guidelines for grammar, usage and mechanics
MG: 9-12	GD: 2	KY.9-12.I.EU.4 Students will understand that collaboration involves sharing new ideas with others. Shared knowledge is a community-building process, and the meaning of research/investigation takes on greater relevance in the context of the learner's society. Comparing notes, discussing conclusions, and sharing experiences are all examples of this process in action.
MG: 9-12	GD: 2	KY.9-12.W.P.EU.3 Students will understand that writers work through the process at different rates. Often, the process is enhanced by conferencing with others.

Cluster: Research to Build and Present Knowledge

CCSS: **CC.11-12.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.**

Grade: 11-12 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 11-12	GD: 0	KY.11-12.W.C.SC.3 Students will write for a variety of authentic purposes and audiences: • analyze and communicate the significance of a relationship, one's own experiences and/or the experiences of others • analyze and communicate through authentic literary forms to make meaning of the human condition (e.g., short stories, poetry, plays/scripts) • analyze and communicate through authentic transactive purposes for writing (e.g. explaining, persuading, analyzing, synthesizing, evaluating) • analyze and communicate reflectively about literacy goals • analyze and address needs of intended audience (e.g., anticipating potential misunderstandings, providing sufficient details for clarity and revising to delete unnecessary details) • adjust the writing style (formal, informal, business, technical) for intended audience
MG: 11-12	GD: 0	KY.11-12.W.C.SC.6 Students will select and incorporate ideas and information (e.g., from research/inquiry and reading) and explain reflections or connections (e.g., making inferences, predicting conclusions, evaluating contradictions, analyzing interrelationships, offering support for conclusions, organizing prior knowledge about a topic)
MG: 11-12	GD: 0	KY.11-12.W.P.SC.2 Students will prewrite: • determine the most appropriate form to meet needs of purpose and audience • generate ideas to support and develop a controlling idea (e.g., journaling, webbing, freewriting, researching print/ non-print/ electronic sources, note-taking, interviewing, observing, viewing, surveying, imagining and creating novel ideas) • organize and present ideas by taking notes, quoting, paraphrasing, summarizing

MG: 9-12	GD: 2	KY.9-12.I.EU.1 Students will understand that the inquiry process is used to investigate topics or questions important to the researcher. Questions are redefined throughout the learning process. The researcher may revise the question, refine a line of query, or go in a direction that the original question did not anticipate.
MG: 9-12	GD: 2	KY.9-12.I.EU.2 Students will understand that many methods of and sources for investigation exist, including interview, observation, survey, viewing, experimenting, and critical reading. The ability to synthesize meaning is the creative spark that forms new knowledge.
MG: 9-12	GD: 2	KY.9-12.I.EU.5 Students will understand that reflection is ongoing and integral to the inquiry and research processes and involves taking the time to look back at the question, the research strategy, and the conclusions made. The learner evaluates, makes observations, and possibly makes new decisions.

Cluster: Research to Build and Present Knowledge

CCSS: **CC.11-12.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.**

Grade: 11-12 DM: 3 = Excellent match between the two documents

Strand: WRITING Notes:

MG: 11-12	GD: 0	KY.11-12.SLO.SC.4 In formal speaking situations, students will document ideas from outside sources using appropriate formats (e.g., citing authors, titles, websites)
MG: 11-12	GD: 0	KY.11-12.W.C.SC.6 Students will select and incorporate ideas and information (e.g., from research/inquiry and reading) and explain reflections or connections (e.g., making inferences, predicting conclusions, evaluating contradictions, analyzing interrelationships, offering support for conclusions, organizing prior knowledge about a topic)
MG: 11-12	GD: 0	KY.11-12.W.C.SC.7 Students will communicate understanding of a complex idea or event from multiple perspectives
MG: 11-12	GD: 0	KY.11-12.W.WC.SC.7 Students will use a standard format (e.g., MLA, APA) to document ideas from print and non-print sources, when paraphrasing, summarizing, quoting or using graphics
MG: 9-12	GD: 2	KY.9-12.I.EU.1 Students will understand that the inquiry process is used to investigate topics or questions important to the researcher. Questions are redefined throughout the learning process. The researcher may revise the question, refine a line of query, or go in a direction that the original question did not anticipate.
MG: 9-12	GD: 2	KY.9-12.I.EU.2 Students will understand that many methods of and sources for investigation exist, including interview, observation, survey, viewing, experimenting, and critical reading. The ability to synthesize meaning is the creative spark that forms new knowledge.
MG: 9-12	GD: 2	KY.9-12.I.EU.3 Students will understand that inquiry integrates elements and processes of reading, writing, research, creative and critical thinking, and logic, and involves communicating findings through a product.
MG: 9-12	GD: 2	KY.9-12.I.EU.5 Students will understand that reflection is ongoing and integral to the inquiry and research processes and involves taking the time to look back at the question, the research strategy, and the conclusions made. The learner evaluates, makes observations, and possibly makes new decisions.
MG: 9-12	GD: 2	KY.9-12.W.WC.EU.4 Students will understand that writers need to document sources/give credit for the ideas of others.

Cluster: Research to Build and Present Knowledge

CCSS: **CC.11-12.W.9 Draw evidence form literary or informational texts to support analysis, reflection, and research.**

Grade: 11-12 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 11-12	GD: 0	KY.11-12.W.C.SC.6 Students will select and incorporate ideas and information (e.g., from research/inquiry and reading) and explain reflections or connections (e.g., making inferences, predicting conclusions, evaluating contradictions, analyzing interrelationships, offering support for conclusions, organizing prior knowledge about a topic)
MG: 11-12	GD: 0	KY.11-12.W.C.SC.8 Students will provide sufficient details and appropriate depth of elaboration for clear understanding
MG: 11-12	GD: 0	KY.11-12.W.P.SC.2 Students will prewrite: • determine the most appropriate form to meet needs of purpose and audience • generate ideas to support and develop a controlling idea (e.g., journaling, webbing, freewriting, researching print/ non-print/ electronic sources, note-taking, interviewing, observing, viewing, surveying, imagining and creating novel ideas) • organize and present ideas by taking notes, quoting, paraphrasing, summarizing
MG: 11-12	GD: 0	KY.11-12.W.S.SC.2 Students will develop analytical structures appropriate to purpose (e.g., sequence, problem/solution, description, cause/effect, compare/contrast, chronology, proposition/support)
MG: 11-12	GD: 0	KY.11-12.W.S.SC.3 Students will apply structures of a variety of academic and work-related texts (e.g., argumentative essays, literary analyses, scholarship essays, personal essays, editorials, short stories, resumes, cover letters for resumes, proposals) for authentic and justifiable purposes
MG: 9-12	GD: 2	KY.9-12.I.EU.1 Students will understand that the inquiry process is used to investigate topics or questions important to the researcher. Questions are redefined throughout the learning process. The researcher may revise the question, refine a line of query, or go in a direction that the original question did not anticipate.
MG: 9-12	GD: 2	KY.9-12.I.EU.2 Students will understand that many methods of and sources for investigation exist, including interview, observation, survey, viewing, experimenting, and critical reading. The ability to synthesize meaning is the creative spark that forms new knowledge.
MG: 9-12	GD: 2	KY.9-12.I.EU.5 Students will understand that reflection is ongoing and integral to the inquiry and research processes and involves taking the time to look back at the question, the research strategy, and the conclusions made. The learner evaluates, makes observations, and possibly makes new decisions.

Cluster: Research to Build and Present Knowledge

CCSS: **CC.11-12.W.9.a Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").**

Grade: 11-12 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 11-12	GD: 0	KY.11-12.W.C.SC.6 Students will select and incorporate ideas and information (e.g., from research/inquiry and reading) and explain reflections or connections (e.g., making inferences, predicting conclusions, evaluating contradictions, analyzing interrelationships, offering support for conclusions, organizing prior knowledge about a topic)
MG: 11-12	GD: 0	KY.11-12.W.C.SC.7 Students will communicate understanding of a complex idea or event from multiple perspectives
MG: 9-12	GD: 2	KY.9-12.R.D.EU.2 Students will understand that references from texts provide evidence to support judgments made about why and how the text was developed, considering the content, organization and form.

MG: 9-12	GD: 2	KY.9-12.R.D.EU.5 Students will understand that judging the credibility of sources, evaluating arguments, and understanding and conveying information are essential skills needed for postsecondary education, the workplace, and in exercising the rights of citizenship.
MG: 9-12	GD: 2	KY.9-12.R.I.EU.3 Students will understand that authors make intentional choices that are designed to produce a desired effect on the reader.

Cluster: Research to Build and Present Knowledge

CCSS: **CC.11-12.W.9.b Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses]").**

Grade: 11-12 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 11-12	GD: 0	KY.11-12.W.C.SC.5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing
MG: 11-12	GD: 0	KY.11-12.W.C.SC.6 Students will select and incorporate ideas and information (e.g., from research/inquiry and reading) and explain reflections or connections (e.g., making inferences, predicting conclusions, evaluating contradictions, analyzing interrelationships, offering support for conclusions, organizing prior knowledge about a topic)
MG: 9-12	GD: 2	KY.9-12.R.D.EU.2 Students will understand that references from texts provide evidence to support judgments made about why and how the text was developed, considering the content, organization and form.
MG: 9-12	GD: 2	KY.9-12.R.D.EU.5 Students will understand that judging the credibility of sources, evaluating arguments, and understanding and conveying information are essential skills needed for postsecondary education, the workplace, and in exercising the rights of citizenship.
MG: 9-12	GD: 2	KY.9-12.R.I.EU.2 Students will understand that references from texts provide evidence to support conclusions, the information presented, or the author's perspective.

Cluster: Range of Writing

CCSS: **CC.11-12.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**

Grade: 11-12 DM: 2 = Good match, with minor aspects of the CCSS not addressed

Strand: WRITING Notes:

MG: 11-12	GD: 0	KY.11-12.SLO.SC.11 When listening, students will respond to information in a variety of ways by: respond to information in a variety of ways: summarizing, taking useful notes, organizing, analyzing or recording that which is meaningful and useful
MG: 11-12	GD: 0	KY.11-12.W.C.SC.1 Students will write to learn by applying strategies (e.g. personal journals, writer's notebooks)
MG: 11-12	GD: 0	KY.11-12.W.C.SC.2 Students will write to demonstrate learning and understanding of content knowledge (e.g., on-demand writing, research papers and essays, lab reports)
MG: 11-12	GD: 0	KY.11-12.W.P.SC.7 Students will reflect and evaluate personal progress and skills in writing
MG: 11-12	GD: 0	KY.11-12.W.S.SC.3 Students will apply structures of a variety of academic and work-related texts (e.g., argumentative essays, literary analyses, scholarship essays, personal essays, editorials, short stories, resumes, cover letters for resumes, proposals) for authentic and justifiable purposes
MG: 9-12	GD: 2	KY.9-12.W.C.EU.1 Students will understand that there are many reasons for all high school students to write including writing-to-learn, writing-to-demonstrate learning, and writing for authentic purposes and audiences.
MG: 9-12	GD: 2	KY.9-12.W.S.EU.2 Students will understand that different types of structures are appropriate for different purposes, audiences and forms of writing. Texts must be unified and coherent.