

Strand	Standard #	Standard	Grade	Matched Grade
R.L	1	CC.1.R.L.1 Key Ideas and Details: Ask and answer questions about key details in a text.	1	1
R.L	1	CC.1.R.L.1 Key Ideas and Details: Ask and answer questions about key details in a text.	1	1
R.L	1	CC.1.R.L.1 Key Ideas and Details: Ask and answer questions about key details in a text.	1	3
R.L	2	CC.1.R.L.2 Key Ideas and Details: Retell stories, including key details, and demonstrate understanding of their central message or lesson.	1	1
R.L	3	CC.1.R.L.3 Key Ideas and Details: Describe characters, settings, and major events in a story, using key details.	1	1
R.L	5	CC.1.R.L.5 Craft and Structure: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	1	1
R.L	5	CC.1.R.L.5 Craft and Structure: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	1	1
R.L	5	CC.1.R.L.5 Craft and Structure: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	1	1

R.L	5	CC.1.R.L.5 Craft and Structure: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	1	1
R.L	6	CC.1.R.L.6 Craft and Structure: Identify who is telling the story at various points in a text.	1	6
R.L	7	CC.1.R.L.7 Integration of Knowledge and Ideas: Use illustrations and details in a story to describe its characters, setting, or events.	1	1
R.L	7	CC.1.R.L.7 Integration of Knowledge and Ideas: Use illustrations and details in a story to describe its characters, setting, or events.	1	K
R.L	7	CC.1.R.L.7 Integration of Knowledge and Ideas: Use illustrations and details in a story to describe its characters, setting, or events.	1	1
R.L	9	CC.1.R.L.9 Integration of Knowledge and Ideas: Compare and contrast the adventures and experiences of characters in stories.	1	1
R.L	9	CC.1.R.L.9 Integration of Knowledge and Ideas: Compare and contrast the adventures and experiences of characters in stories.	1	1
R.L	9	CC.1.R.L.9 Integration of Knowledge and Ideas: Compare and contrast the adventures and experiences of characters in stories.	1	3
R.L	10	CC.1.R.L.10 Range of Reading and Level of Text Complexity: With prompting and support, read prose and poetry of appropriate complexity for grade 1.	1	1

R.L	10	CC.1.R.L.10 Range of Reading and Level of Text Complexity: With prompting and support, read prose and poetry of appropriate complexity for grade 1.	1	1
R.I	1	CC.1.R.I.1 Key Ideas and Details: Ask and answer questions about key details in a text.	1	1
R.I	1	CC.1.R.I.1 Key Ideas and Details: Ask and answer questions about key details in a text.	1	1
R.I	2	CC.1.R.I.2 Key Ideas and Details: Identify the main topic and retell key details of a text.	1	1
R.I	2	CC.1.R.I.2 Key Ideas and Details: Identify the main topic and retell key details of a text.	1	1
R.I	3	CC.1.R.I.3 Key Ideas and Details: Describe the connection between two individuals, events, ideas, or pieces of information in a text.	1	1
R.I	4	CC.1.R.I.4 Craft and Structure: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	1	1

R.I	4	CC.1.R.I.4 Craft and Structure: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	1	1
R.I	4	CC.1.R.I.4 Craft and Structure: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	1	1
R.I	5	CC.1.R.I.5 Craft and Structure: 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.	1	1
R.I	5	CC.1.R.I.5 Craft and Structure: 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.	1	3
R.I	6	CC.1.R.I.6 Craft and Structure: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	1	1
R.I	6	CC.1.R.I.6 Craft and Structure: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	1	1
R.I	7	CC.1.R.I.7 Integration of Knowledge and Ideas: Use the illustrations and details in a text to describe its key ideas.	1	1
R.I	7	CC.1.R.I.7 Integration of Knowledge and Ideas: Use the illustrations and details in a text to describe its key ideas.	1	1

R.I	7	CC.1.R.I.7 Integration of Knowledge and Ideas: Use the illustrations and details in a text to describe its key ideas.	1	1
R.I	8	CC.1.R.I.8 Integration of Knowledge and Ideas: Identify the reasons an author gives to support points in a text.	1	1
R.I	9	CC.1.R.I.9 Integration of Knowledge and Ideas: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	1	1
R.I	9	CC.1.R.I.9 Integration of Knowledge and Ideas: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	1	1
R.I	10	CC.1.R.I.10 Range of Reading and Level of Text Complexity: With prompting and support, read informational texts appropriately complex for grade 1.	1	1
R.I	10	CC.1.R.I.10 Range of Reading and Level of Text Complexity: With prompting and support, read informational texts appropriately complex for grade 1.	1	1
R.F	1	CC.1.R.F.1 Print Concepts: Demonstrate understanding of the organization and basic features of print.	1	1
R.F	1	CC.1.R.F.1 Print Concepts: Demonstrate understanding of the organization and basic features of print.	1	1

R.F	1.a	CC.1.R.F.1.a Print Concepts: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	1	1
R.F	1.a	CC.1.R.F.1.a Print Concepts: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	1	1
R.F	1.a	CC.1.R.F.1.a Print Concepts: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	1	1
R.F	1.a	CC.1.R.F.1.a Print Concepts: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	1	1
R.F	2	CC.1.R.F.2 Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	1	1
R.F	2.a	CC.1.R.F.2.a Phonological Awareness: Distinguish long from short vowel sounds in spoken single-syllable words .	1	1

R.F	2.a	CC.1.R.F.2.a Phonological Awareness: Distinguish long from short vowel sounds in spoken single-syllable words .	1	1
R.F	2.a	CC.1.R.F.2.a Phonological Awareness: Distinguish long from short vowel sounds in spoken single-syllable words .	1	3
R.F	2.b	CC.1.R.F.2.b Phonological Awareness: Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	1	1

R.F	2.b	CC.1.R.F.2.b Phonological Awareness: Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	1	1
R.F	2.c	CC.1.R.F.2.c Phonological Awareness: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	1	1

R.F	2.d	CC.1.R.F.2.d Phonological Awareness: Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	1	1
R.F	3	CC.1.R.F.3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.	1	1

R.F	3.a	CC.1.R.F.3.a Phonics and Word Recognition: Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).	1	1
R.F	3.a	CC.1.R.F.3.a Phonics and Word Recognition: Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).	1	2

R.F	3.b	CC.1.R.F.3.b Phonics and Word Recognition: Decode regularly spelled one-syllable words.	1	1
R.F	3.c	CC.1.R.F.3.c Phonics and Word Recognition: Know final -e and common vowel team conventions for representing long vowel sounds.	1	1
R.F	3.c	CC.1.R.F.3.c Phonics and Word Recognition: Know final -e and common vowel team conventions for representing long vowel sounds.	1	1

R.F	3.d	CC.1.R.F.3.d Phonics and Word Recognition: Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	1	1
R.F	3.d	CC.1.R.F.3.d Phonics and Word Recognition: Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	1	1

R.F	3.d	CC.1.R.F.3.d Phonics and Word Recognition: Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	1	2
R.F	3.e	CC.1.R.F.3.e Phonics and Word Recognition: Decode two-syllable words following basic patterns by breaking the words into syllables.	1	1

R.F	3.e	CC.1.R.F.3.e Phonics and Word Recognition: Decode two-syllable words following basic patterns by breaking the words into syllables.	1	2
R.F	3.f	CC.1.R.F.3.f Phonics and Word Recognition: Read words with inflectional endings.	1	1
R.F	3.f	CC.1.R.F.3.f Phonics and Word Recognition: Read words with inflectional endings.	1	3

R.F	3.g	CC.1.R.F.3.g Phonics and Word Recognition: Recognize and read grade-appropriate irregularly spelled words.	1	1
R.F	3.g	CC.1.R.F.3.g Phonics and Word Recognition: Recognize and read grade-appropriate irregularly spelled words.	1	1
R.F	4	CC.1.R.F.4 Read with sufficient accuracy and fluency to support comprehension.	1	1
R.F	4	CC.1.R.F.4 Read with sufficient accuracy and fluency to support comprehension.	1	1
R.F	4	CC.1.R.F.4 Read with sufficient accuracy and fluency to support comprehension.	1	1
R.F	4.a	CC.1.R.F.4.a Read grade-level text with purpose and understanding.	1	1
R.F	4.a	CC.1.R.F.4.a Read grade-level text with purpose and understanding.	1	1

R.F	4.a	CC.1.R.F.4.a Read grade-level text with purpose and understanding.	1	1
R.F	4.b	CC.1.R.F.4.b Read grade-level text orally with accuracy, appropriate rate, and expression.	1	1
R.F	4.b	CC.1.R.F.4.b Read grade-level text orally with accuracy, appropriate rate, and expression.	1	2
R.F	4.c	CC.1.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	1	1
W	1	CC.1.W.1 Text Types and Purposes: 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.	1	1
W	1	CC.1.W.1 Text Types and Purposes: 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.	1	1
W	1	CC.1.W.1 Text Types and Purposes: 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.	1	2
W	2	CC.1.W.2 Text Types and Purposes: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	1	1

W	2	CC.1.W.2 Text Types and Purposes: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	1	1
W	2	CC.1.W.2 Text Types and Purposes: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	1	2
W	2	CC.1.W.2 Text Types and Purposes: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	1	2
W	2	CC.1.W.2 Text Types and Purposes: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	1	2
W	3	CC.1.W.3 Text Types and Purposes: 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.	1	1
W	3	CC.1.W.3 Text Types and Purposes: 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.	1	1
W	3	CC.1.W.3 Text Types and Purposes: 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.	1	1
W	3	CC.1.W.3 Text Types and Purposes: 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.	1	4

W	5	CC.1.W.5 Production and Distribution of Writing: 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.	1	1
W	5	CC.1.W.5 Production and Distribution of Writing: 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.	1	1
W	5	CC.1.W.5 Production and Distribution of Writing: 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.	1	1
W	5	CC.1.W.5 Production and Distribution of Writing: 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.	1	1
W	6	CC.1.W.6 Production and Distribution of Writing: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	1	2
W	6	CC.1.W.6 Production and Distribution of Writing: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	1	1
W	7	CC.1.W.7 Research to Build and Present Knowledge: 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).	1	1
W	7	CC.1.W.7 Research to Build and Present Knowledge: 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).	1	1

W	8	CC.1.W.8 Research to Build and Present Knowledge: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	1	1
W	8	CC.1.W.8 Research to Build and Present Knowledge: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	1	1
W	8	CC.1.W.8 Research to Build and Present Knowledge: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	1	1
SL	1	CC.1.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	1	1
SL	1	CC.1.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	1	1
SL	1	CC.1.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	1	1
SL	1.a	CC.1.SL.1.a Comprehension and Collaboration: 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).	1	1
SL	1.a	CC.1.SL.1.a Comprehension and Collaboration: 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).	1	1

SL	1.b	CC.1.SL.1.b Comprehension and Collaboration: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	1	1
SL	1.b	CC.1.SL.1.b Comprehension and Collaboration: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	1	1
SL	1.c	CC.1.SL.1.c Comprehension and Collaboration: Ask questions to clear up any confusion about the topics and texts under discussion.	1	1
SL	1.c	CC.1.SL.1.c Comprehension and Collaboration: Ask questions to clear up any confusion about the topics and texts under discussion.	1	1
SL	2	CC.1.SL.2 Comprehension and Collaboration: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	1	1
SL	2	CC.1.SL.2 Comprehension and Collaboration: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	1	1

SL	2	CC.1.SL.2 Comprehension and Collaboration: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	1	1
SL	3	CC.1.SL.3 Comprehension and Collaboration: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	1	1
SL	3	CC.1.SL.3 Comprehension and Collaboration: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	1	3
SL	4	CC.1.SL.4 Presentation of Knowledge and Ideas: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	1	1
SL	4	CC.1.SL.4 Presentation of Knowledge and Ideas: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	1	1
SL	4	CC.1.SL.4 Presentation of Knowledge and Ideas: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	1	4
SL	5	CC.1.SL.5 Presentation of Knowledge and Ideas: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	1	1
SL	6	CC.1.SL.6 Presentation of Knowledge and Ideas: Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)	1	1
SL	6	CC.1.SL.6 Presentation of Knowledge and Ideas: Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)	1	1

L	1	CC.1.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1	1
L	1.a	CC.1.L.1.a Conventions of Standard English: Print all upper- and lowercase letters.	1	1
L	1.b	CC.1.L.1.b Conventions of Standard English: Use common, proper, and possessive nouns.	1	1
L	1.b	CC.1.L.1.b Conventions of Standard English: Use common, proper, and possessive nouns.	1	2
L	1.c	CC.1.L.1.c Conventions of Standard English: Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	1	1
L	1.d	CC.1.L.1.d Conventions of Standard English: Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	1	1
L	1.d	CC.1.L.1.d Conventions of Standard English: Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	1	4

L	1.d	CC.1.L.1.d Conventions of Standard English: Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	1	6
L	1.e	CC.1.L.1.e Conventions of Standard English: 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).	1	1
L	1.f	CC.1.L.1.f Conventions of Standard English: Use frequently occurring adjectives.	1	1
L	1.g	CC.1.L.1.g Conventions of Standard English: Use frequently occurring conjunctions (e.g., and, but, or, so, because).	1	5

L	1.h	CC.1.L.1.h Conventions of Standard English: Use determiners (e.g., articles, demonstratives).	1	3
L	1.i	CC.1.L.1.i Conventions of Standard English: Use frequently occurring prepositions (e.g., during, beyond, toward).	1	5
L	1.j	CC.1.L.1.j Conventions of Standard English: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	1	1
L	1.j	CC.1.L.1.j Conventions of Standard English: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	1	1
L	1.j	CC.1.L.1.j Conventions of Standard English: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	1	2

L	1.j	CC.1.L.1.j Conventions of Standard English: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	1	3
L	1.j	CC.1.L.1.j Conventions of Standard English: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	1	3
L	2	CC.1.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	1	1
L	2.a	CC.1.L.2.a Conventions of Standard English: Capitalize dates and names of people.	1	1
L	2.b	CC.1.L.2.b Conventions of Standard English: Use end punctuation for sentences.	1	1
L	2.c	CC.1.L.2.c Conventions of Standard English: Use commas in dates and to separate single words in a series.	1	2
L	2.c	CC.1.L.2.c Conventions of Standard English: Use commas in dates and to separate single words in a series.	1	3
L	2.d	CC.1.L.2.d Conventions of Standard English: Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	1	1

L	2.e	CC.1.L.2.e Conventions of Standard English: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	1	1
L	4	CC.1.L.4 Vocabulary Acquisition and Use: 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.	1	1
L	4	CC.1.L.4 Vocabulary Acquisition and Use: 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.	1	1
L	4.a	CC.1.L.4.a Vocabulary Acquisition and Use: Use sentence-level context as a clue to the meaning of a word or phrase.	1	K
L	4.b	CC.1.L.4.b Vocabulary Acquisition and Use: Use frequently occurring affixes as a clue to the meaning of a word.	1	1

L	4.b	CC.1.L.4.b Vocabulary Acquisition and Use: Use frequently occurring affixes as a clue to the meaning of a word.	1	3
L	4.c	CC.1.L.4.c Vocabulary Acquisition and Use: Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	1	3
L	4.c	CC.1.L.4.c Vocabulary Acquisition and Use: Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	1	2
L	5	CC.1.L.5 Vocabulary Acquisition and Use: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	1	1
L	5	CC.1.L.5 Vocabulary Acquisition and Use: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	1	1
L	5.a	CC.1.L.5.a Vocabulary Acquisition and Use: Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	1	3

Matched Standard	Strand	Standard #	Grade Difference	Degree of Match
TN.1.8.CU.6 (CU 0101.8.6) Derive meaning while reading by employing the following strategies: *Asking questions to clarify meaning. *Participating in discussions. *Predicting what will happen next. *Creating mental images. *Using illustrations to gain meaning. *Answering the five W + H questions (i.e., Who, What, When, Where, How, Why). *Relating knowledge from personal experience, and/or other text.	8(LI)	CU.6	0	3 = Excellent match between the two documents
TN.1.6.GLE.2 (GLE 0101.6.2) Identify the main ideas and supporting details of informational text.	6(I)	GLE.2	0	
TN.3.6.CU.4 (CU 0301.6.4) Identify the main idea and supporting details in text.	6(I)	CU.4	-2	
TN.1.2.CU.9 (CU 0101.2.9) Retell a story, describing the plot, characters, and setting.	2(C)	CU.9	0	2 = Good match, with minor aspects of the CCSS not addressed
TN.1.8.CU.7 (CU 0101.8.7) Identify the characters, plot, and setting of a story.	8(LI)	CU.7	0	3 = Excellent match between the two documents
TN.1.8.GLE.1 (GLE 0101.8.1) Explore and experience various literary genres.	8(LI)	GLE.1	0	3 = Excellent match between the two documents
TN.1.8.CU.1 (CU 0101.8.1) Read picture books, alphabet and number books, rhyming books, storybooks, fairy tales, poetry, and nonfiction text.	8(LI)	CU.1	0	
TN.1.8.CU.2 (CU 0101.8.2) Distinguish between fiction/nonfiction and fantasy/reality.	8(LI)	CU.2	0	

TN.1.6.CU.4 (CU 0101.6.4) Recognize and use text features to comprehend informational texts (e.g., time lines, illustrations).	6(I)	CU.4	0	
TN.6.8.CU.11 (CU 0601.8.11) Identify the narration and point of view (e.g., first person, third person) in literary texts.	8(LI)	CU.11	-5	2 = Good match, with minor aspects of the CCSS not addressed
TN.1.8.CU.6 (CU 0101.8.6) Derive meaning while reading by employing the following strategies: *Asking questions to clarify meaning. *Participating in discussions. *Predicting what will happen next. *Creating mental images. *Using illustrations to gain meaning. *Answering the five W + H questions (i.e., Who, What, When, Where, How, Why). *Relating knowledge from personal experience, and/or other text.	8(LI)	CU.6	0	3 = Excellent match between the two documents
TN.K.6.GLE.2 (GLE 0001.6.2) Recognize that illustrations support information in the texts.	6(I)	GLE.2	1	
TN.1.8.CU.7 (CU 0101.8.7) Identify the characters, plot, and setting of a story.	8(LI)	CU.7	0	
TN.1.5.CU.4 (CU 0101.5.4) Compare and contrast information and ideas.	5(LO)	CU.4	0	2 = Good match, with minor aspects of the CCSS not addressed
TN.1.8.CU.7 (CU 0101.8.7) Identify the characters, plot, and setting of a story.	8(LI)	CU.7	0	
TN.3.3.CU.6 (CU 0301.3.6) Compare characters, settings, and events within and between stories.	3(W)	CU.6	-2	
TN.1.8.CU.1 (CU 0101.8.1) Read picture books, alphabet and number books, rhyming books, storybooks, fairy tales, poetry, and nonfiction text.	8(LI)	CU.1	0	3 = Excellent match between the two documents

TN.1.8.CU.8 (CU 0101.8.8) Participate in shared reading and small group guided reading.	8(LI)	CU.8	0	
TN.1.6.GLE.2 (GLE 0101.6.2) Identify the main ideas and supporting details of informational text.	6(I)	GLE.2	0	3 = Excellent match between the two documents
TN.1.2.CU.8 (CU 0101.2.8) Participate in group discussion. *Work productively in group discussion for a particular purpose (e.g., respond to literature, solve a problem). *Ask and respond to questions from teacher and other group members.	2(C)	CU.8	0	
TN.1.2.CU.8 (CU 0101.2.8) Participate in group discussion. *Work productively in group discussion for a particular purpose (e.g., respond to literature, solve a problem). *Ask and respond to questions from teacher and other group members.	2(C)	CU.8	0	2 = Good match, with minor aspects of the CCSS not addressed
TN.1.6.GLE.2 (GLE 0101.6.2) Identify the main ideas and supporting details of informational text.	6(I)	GLE.2	0	
TN.1.5.CU.4 (CU 0101.5.4) Compare and contrast information and ideas.	5(LO)	CU.4	0	1 = Weak match, major aspects of the CCSS not addressed
TN.1.8.CU.6 (CU 0101.8.6) Derive meaning while reading by employing the following strategies: *Asking questions to clarify meaning. *Participating in discussions. *Predicting what will happen next. *Creating mental images. *Using illustrations to gain meaning. *Answering the five W + H questions (i.e., Who, What, When, Where, How, Why). *Relating knowledge from personal experience, and/or other text.	8(LI)	CU.6	0	3 = Excellent match between the two documents

TN.1.1.CU.10 (CU 0101.1.10) Show evidence of expanding language through vocabulary growth. *Build vocabulary by reading, listening to, and discussing a variety of literature. *Use word families and a variety of active word walls. *Read high frequency words in context. *Recognize and identify compound words, synonyms, and antonyms. *Identify positional words (e.g., inside, outside, beside, between). *Identify simple multi-meaning words in context (e.g., fly, pop, bat). *Use a picture dictionary/beginning dictionary to determine word meaning.	1(LA)	CU.10	0	
TN.1.1.GLE.2 (GLE 0101.1.2) Employ a variety of strategies to decode words and expand vocabulary.	1(LA)	GLE.2	0	
TN.1.6.CU.4 (CU 0101.6.4) Recognize and use text features to comprehend informational texts (e.g., time lines, illustrations).	6(l)	CU.4	0	3 = Excellent match between the two documents
TN.3.6.SPI.4 (SPI 0301.6.4) Locate information using available text features (e.g., charts, maps, graphics).	6(l)	SPI.4	-2	
TN.1.6.GLE.3 (GLE 0101.6.3) Recognize that a variety of graphics can support informational text.	6(l)	GLE.3	0	1 = Weak match, major aspects of the CCSS not addressed
TN.1.6.CU.4 (CU 0101.6.4) Recognize and use text features to comprehend informational texts (e.g., time lines, illustrations).	6(l)	CU.4	0	
TN.1.6.GLE.2 (GLE 0101.6.2) Identify the main ideas and supporting details of informational text.	6(l)	GLE.2	0	3 = Excellent match between the two documents
TN.1.6.GLE.3 (GLE 0101.6.3) Recognize that a variety of graphics can support informational text.	6(l)	GLE.3	0	

TN.1.8.CU.6 (CU 0101.8.6) Derive meaning while reading by employing the following strategies: *Asking questions to clarify meaning. *Participating in discussions. *Predicting what will happen next. *Creating mental images. *Using illustrations to gain meaning. *Answering the five W + H questions (i.e., Who, What, When, Where, How, Why). *Relating knowledge from personal experience, and/or other text.	8(LI)	CU.6	0	
TN.1.6.GLE.2 (GLE 0101.6.2) Identify the main ideas and supporting details of informational text.	6(I)	GLE.2	0	2 = Good match, with minor aspects of the CCSS not addressed
TN.1.5.CU.4 (CU 0101.5.4) Compare and contrast information and ideas.	5(LO)	CU.4	0	2 = Good match, with minor aspects of the CCSS not addressed
TN.1.6.CU.3 (CU 0101.6.3) Explore a variety of informational texts (e.g., books, charts, newspapers, magazines).	6(I)	CU.3	0	
TN.1.8.GLE.3 (GLE 0101.8.3) Develop reading fluency and accuracy.	8(LI)	GLE.3	0	2 = Good match, with minor aspects of the CCSS not addressed
TN.1.6.CU.3 (CU 0101.6.3) Explore a variety of informational texts (e.g., books, charts, newspapers, magazines).	6(I)	CU.3	0	
TN.1.8.CU.3 (CU 0101.8.3) Identify parts of a book (e.g., front cover and back cover, table of contents, index, glossary, title page, author, illustrator).	8(LI)	CU.3	0	2 = Good match, with minor aspects of the CCSS not addressed
TN.1.3.CU.7 (CU 0101.3.70 Create legible documents for reading by the following: forming uppercase/lowercase letters; utilizing correct spacing; writing from left to right/top to bottom; and tracing/reproducing letters and words correctly.	3(W)	CU.7	0	

TN.1.1.CU.6 (CU 0101.1.6) Understand that groups of words make sentences.	1(LA)	CU.6	0	3 = Excellent match between the two documents
TN.1.1.CU.2 (CU 0101.1.2) Use capital letters correctly (i.e., in the first word of a sentence, first and last names, pronoun I, proper nouns).	1(LA)	CU.2	0	
TN.1.1.CU.3 (CU 0101.1.3) Identify and use correct punctuation at the end of declarative sentences and questions.	1(LA)	CU.3	0	
TN.1.1.CU.7 (CU 0101.1.7) Understand that word order helps determine the meaning of a sentence.	1(LA)	CU.7	0	
TN.1.1.GLE.3 (GLE 0101.1.3) Develop and maintain phonological awareness.	1(LA)	GLE.3	0	3 = Excellent match between the two documents
TN.1.1.CU.12 (CU 0101.1.12) Apply phonics generalizations in order to decode words. *Name all uppercase/lowercase letters of the alphabet. *Understand that the sequence of letters in a written word represents the sequence of sounds in a word. *Use letter-sound matches and structural analysis to decode grade level words. *Use parts of words (e.g., root/base words, compound words, contractions, prefixes, suffixes) to decode grade level words. *Apply long and short vowel rules when decoding text. *Use sounding out words; chunking words into smaller parts; and looking for blends, digraphs, word families, etc. as a means of decoding unfamiliar words. *Continue to decode unknown words that are grade-level appropriate.	1(LA)	CU.12	0	2 = Good match, with minor aspects of the CCSS not addressed

<p>TN.1.1.CU.11 (CU 0101.1.11) Maintain phonemic awareness.</p> <ul style="list-style-type: none"> *Understand that a phoneme is one distinct sound. *Use sound stretching of one syllable words to identify each phoneme. *Use sound blending of each separately spoken phoneme to make meaningful words. *Segment one-syllable words into individual sounds and blend the sounds into whole words. *Recognize and produce rhyming words. *Recognize words that have the same beginning, middle, or ending sounds. *Understand words are made up of one or more syllables. *Substitute targeted sounds to change words (e.g., bed to bad, hat to bat). *Rearrange the letter sounds of a given word to create new words (e.g., pan to nap, ten to net). 	1(LA)	CU.11	0	
<p>TN.3.1.CU.17 (CU 0301.1.17) Continue to maintain and develop the ability to distinguish sounds and sound patterns within words.</p>	1(LA)	CU.17	-2	
<p>TN.1.1.CU.11 (CU 0101.1.11) Maintain phonemic awareness.</p> <ul style="list-style-type: none"> *Understand that a phoneme is one distinct sound. *Use sound stretching of one syllable words to identify each phoneme. *Use sound blending of each separately spoken phoneme to make meaningful words. *Segment one-syllable words into individual sounds and blend the sounds into whole words. *Recognize and produce rhyming words. *Recognize words that have the same beginning, middle, or ending sounds. *Understand words are made up of one or more syllables. *Substitute targeted sounds to change words (e.g., bed to bad, hat to bat). *Rearrange the letter sounds of a given word to create new words (e.g., pan to nap, ten to net). 	1(LA)	CU.11	0	3 = Excellent match between the two documents

<p>TN.1.1.CU.12 (CU 0101.1.12) Apply phonics generalizations in order to decode words.</p> <ul style="list-style-type: none"> *Name all uppercase/lowercase letters of the alphabet. *Understand that the sequence of letters in a written word represents the sequence of sounds in a word. *Use letter-sound matches and structural analysis to decode grade level words. *Use parts of words (e.g., root/base words, compound words, contractions, prefixes, suffixes) to decode grade level words. *Apply long and short vowel rules when decoding text. *Use sounding out words; chunking words into smaller parts; and looking for blends, digraphs, word families, etc. as a means of decoding unfamiliar words. *Continue to decode unknown words that are grade-level appropriate. 	1(LA)	CU.12	0	
<p>TN.1.1.CU.11 (CU 0101.1.11) Maintain phonemic awareness.</p> <ul style="list-style-type: none"> *Understand that a phoneme is one distinct sound. *Use sound stretching of one syllable words to identify each phoneme. *Use sound blending of each separately spoken phoneme to make meaningful words. *Segment one-syllable words into individual sounds and blend the sounds into whole words. *Recognize and produce rhyming words. *Recognize words that have the same beginning, middle, or ending sounds. *Understand words are made up of one or more syllables. *Substitute targeted sounds to change words (e.g., bed to bad, hat to bat). *Rearrange the letter sounds of a given word to create new words (e.g., pan to nap, ten to net). 	1(LA)	CU.11	0	<p>2 = Good match, with minor aspects of the CCSS not addressed</p>

<p>TN.1.1.CU.11 (CU 0101.1.11) Maintain phonemic awareness.</p> <ul style="list-style-type: none"> *Understand that a phoneme is one distinct sound. *Use sound stretching of one syllable words to identify each phoneme. *Use sound blending of each separately spoken phoneme to make meaningful words. *Segment one-syllable words into individual sounds and blend the sounds into whole words. *Recognize and produce rhyming words. *Recognize words that have the same beginning, middle, or ending sounds. *Understand words are made up of one or more syllables. *Substitute targeted sounds to change words (e.g., bed to bad, hat to bat). *Rearrange the letter sounds of a given word to create new words (e.g., pan to nap, ten to net). 	1(LA)	CU.11	0	3 = Excellent match between the two documents
<p>TN.1.1.CU.12 (CU 0101.1.12) Apply phonics generalizations in order to decode words.</p> <ul style="list-style-type: none"> *Name all uppercase/lowercase letters of the alphabet. *Understand that the sequence of letters in a written word represents the sequence of sounds in a word. *Use letter-sound matches and structural analysis to decode grade level words. *Use parts of words (e.g., root/base words, compound words, contractions, prefixes, suffixes) to decode grade level words. *Apply long and short vowel rules when decoding text. *Use sounding out words; chunking words into smaller parts; and looking for blends, digraphs, word families, etc. as a means of decoding unfamiliar words. *Continue to decode unknown words that are grade-level appropriate. 	1(LA)	CU.12	0	3 = Excellent match between the two documents

<p>TN.1.1.CU.12 (CU 0101.1.12) Apply phonics generalizations in order to decode words.</p> <ul style="list-style-type: none"> *Name all uppercase/lowercase letters of the alphabet. *Understand that the sequence of letters in a written word represents the sequence of sounds in a word. *Use letter-sound matches and structural analysis to decode grade level words. *Use parts of words (e.g., root/base words, compound words, contractions, prefixes, suffixes) to decode grade level words. *Apply long and short vowel rules when decoding text. *Use sounding out words; chunking words into smaller parts; and looking for blends, digraphs, word families, etc. as a means of decoding unfamiliar words. *Continue to decode unknown words that are grade-level appropriate. 	1(LA)	CU.12	0	3 = Excellent match between the two documents
<p>TN.2.1.CU.8 (CU 0201.1.8) Spell simple words using developing phonetic knowledge, sounds of the alphabet, and simple consonant/vowel patterns.</p> <ul style="list-style-type: none"> *Spell high frequency words correctly (e.g., Dolch list, Fry list). *Continue to spell words using basic CVC, CVCE, and CVVC patterns. *Alphabetize words to the second letter. *Use primary dictionaries to spell words correctly and verify spelling. *Spell regular and irregular plurals correctly (e.g., boy/boys, child/children). *Spell digraphs (e.g., ch, ea, ir), trigraphs (e.g., -igh, -tch), and blends (e.g., bl, br, str). *Understand and spell basic words that sound the same but are spelled differently and have different meanings (homophones, e.g., hair, hare; to, too, two). 	1(LA)	CU.8	-1	

<p>TN.1.1.CU.12 (CU 0101.1.12) Apply phonics generalizations in order to decode words.</p> <p>*Name all uppercase/lowercase letters of the alphabet.</p> <p>*Understand that the sequence of letters in a written word represents the sequence of sounds in a word.</p> <p>*Use letter-sound matches and structural analysis to decode grade level words.</p> <p>*Use parts of words (e.g., root/base words, compound words, contractions, prefixes, suffixes) to decode grade level words.</p> <p>*Apply long and short vowel rules when decoding text.</p> <p>*Use sounding out words; chunking words into smaller parts; and looking for blends, digraphs, word families, etc. as a means of decoding unfamiliar words.</p> <p>*Continue to decode unknown words that are grade-level appropriate.</p>	1(LA)	CU.12	0	3 = Excellent match between the two documents
<p>TN.1.1.CU.9 (CU 0101.1.9) Spell simple words using developing phonetic knowledge, sounds of the alphabet, and simple consonant/vowel patterns.</p> <p>*Spell high frequency words correctly (e.g., Dolch list, Fry list).</p> <p>*Spell one-syllable words, using basic CVC, CVCE, and CVVC patterns.</p> <p>*Alphabetize words to the first letter.</p>	1(LA)	CU.9	0	3 = Excellent match between the two documents
<p>TN.1.1.CU.12 (CU 0101.1.12) Apply phonics generalizations in order to decode words.</p> <p>*Name all uppercase/lowercase letters of the alphabet.</p> <p>*Understand that the sequence of letters in a written word represents the sequence of sounds in a word.</p> <p>*Use letter-sound matches and structural analysis to decode grade level words.</p> <p>*Use parts of words (e.g., root/base words, compound words, contractions, prefixes, suffixes) to decode grade level words.</p> <p>*Apply long and short vowel rules when decoding text.</p> <p>*Use sounding out words; chunking words into smaller parts; and looking for blends, digraphs, word families, etc. as a means of decoding unfamiliar words.</p> <p>*Continue to decode unknown words that are grade-level appropriate.</p>	1(LA)	CU.12	0	

<p>TN.1.1.CU.11 (CU 0101.1.11) Maintain phonemic awareness.</p> <ul style="list-style-type: none"> *Understand that a phoneme is one distinct sound. *Use sound stretching of one syllable words to identify each phoneme. *Use sound blending of each separately spoken phoneme to make meaningful words. *Segment one-syllable words into individual sounds and blend the sounds into whole words. *Recognize and produce rhyming words. *Recognize words that have the same beginning, middle, or ending sounds. *Understand words are made up of one or more syllables. *Substitute targeted sounds to change words (e.g., bed to bad, hat to bat). *Rearrange the letter sounds of a given word to create new words (e.g., pan to nap, ten to net). 	1(LA)	CU.11	0	2 = Good match, with minor aspects of the CCSS not addressed
<p>TN.1.1.CU.12 (CU 0101.1.12) Apply phonics generalizations in order to decode words.</p> <ul style="list-style-type: none"> *Name all uppercase/lowercase letters of the alphabet. *Understand that the sequence of letters in a written word represents the sequence of sounds in a word. *Use letter-sound matches and structural analysis to decode grade level words. *Use parts of words (e.g., root/base words, compound words, contractions, prefixes, suffixes) to decode grade level words. *Apply long and short vowel rules when decoding text. *Use sounding out words; chunking words into smaller parts; and looking for blends, digraphs, word families, etc. as a means of decoding unfamiliar words. *Continue to decode unknown words that are grade-level appropriate. 	1(LA)	CU.12	0	

<p>TN.2.1.CU.11 (CU 0201.1.11) Apply phonics generalizations in order to decode words in the following ways:</p> <ul style="list-style-type: none"> *Read words containing r-controlled vowels (er, or, ar, ir, ur). *Apply knowledge of basic syllabication rules. *Use letter-sound matches and structural analysis to decode grade level words. *Use parts of words (e.g., root/base words, compound words, contractions, prefixes, and suffixes) to decode grade level words. *Apply long and short vowel rules when decoding text. *Use sounding out words; chunking words into smaller parts; and looking for blends, digraphs, diphthongs, word families, etc. as a means of decoding unfamiliar words. *Continue to decode unknown words that are grade-level appropriate. 	1(LA)	CU.11	-1	
<p>TN.1.1.CU.12 (CU 0101.1.12) Apply phonics generalizations in order to decode words.</p> <ul style="list-style-type: none"> *Name all uppercase/lowercase letters of the alphabet. *Understand that the sequence of letters in a written word represents the sequence of sounds in a word. *Use letter-sound matches and structural analysis to decode grade level words. *Use parts of words (e.g., root/base words, compound words, contractions, prefixes, suffixes) to decode grade level words. *Apply long and short vowel rules when decoding text. *Use sounding out words; chunking words into smaller parts; and looking for blends, digraphs, word families, etc. as a means of decoding unfamiliar words. *Continue to decode unknown words that are grade-level appropriate. 	1(LA)	CU.12	0	2 = Good match, with minor aspects of the CCSS not addressed

<p>TN.2.1.CU.11 (CU 0201.1.11) Apply phonics generalizations in order to decode words in the following ways:</p> <ul style="list-style-type: none"> *Read words containing r-controlled vowels (er, or, ar, ir, ur). *Apply knowledge of basic syllabication rules. *Use letter-sound matches and structural analysis to decode grade level words. *Use parts of words (e.g., root/base words, compound words, contractions, prefixes, and suffixes) to decode grade level words. *Apply long and short vowel rules when decoding text. *Use sounding out words; chunking words into smaller parts; and looking for blends, digraphs, diphthongs, word families, etc. as a means of decoding unfamiliar words. *Continue to decode unknown words that are grade-level appropriate. 	1(LA)	CU.11	-1	
<p>TN.1.1.CU.12 (CU 0101.1.12) Apply phonics generalizations in order to decode words.</p> <ul style="list-style-type: none"> *Name all uppercase/lowercase letters of the alphabet. *Understand that the sequence of letters in a written word represents the sequence of sounds in a word. *Use letter-sound matches and structural analysis to decode grade level words. *Use parts of words (e.g., root/base words, compound words, contractions, prefixes, suffixes) to decode grade level words. *Apply long and short vowel rules when decoding text. *Use sounding out words; chunking words into smaller parts; and looking for blends, digraphs, word families, etc. as a means of decoding unfamiliar words. *Continue to decode unknown words that are grade-level appropriate. 	1(LA)	CU.12	0	3 = Excellent match between the two documents
<p>TN.3.1.SPI.15 (SPI 0301.1.15) Recognize root words and their various inflections (e.g., walks, walking, walked).</p>	1(LA)	SPI.15	-2	

<p>TN.1.1.CU.10 (CU 0101.1.10) Show evidence of expanding language through vocabulary growth. *Build vocabulary by reading, listening to, and discussing a variety of literature. *Use word families and a variety of active word walls. *Read high frequency words in context. *Recognize and identify compound words, synonyms, and antonyms. *Identify positional words (e.g., inside, outside, beside, between). *Identify simple multi-meaning words in context (e.g., fly, pop, bat). *Use a picture dictionary/beginning dictionary to determine word meaning.</p>	1(LA)	CU.10	0	3 = Excellent match between the two documents
<p>TN.1.8.CU.9 (CU 0101.8.9) Read simple text containing familiar letter-sound correspondence and high frequency words.</p>	8(LI)	CU.9	0	
<p>TN.1.8.GLE.3 (GLE 0101.8.3) Develop reading fluency and accuracy.</p>	8(LI)	GLE.3	0	3 = Excellent match between the two documents
<p>TN.1.8.GLE.2 (GLE 0101.8.2) Employ a variety of basic reading comprehension strategies.</p>	8(LI)	GLE.2	0	
<p>TN.1.8.CU.6 (CU 0101.8.6) Derive meaning while reading by employing the following strategies: *Asking questions to clarify meaning. *Participating in discussions. *Predicting what will happen next. *Creating mental images. *Using illustrations to gain meaning. *Answering the five W + H questions (i.e., Who, What, When, Where, How, Why). *Relating knowledge from personal experience, and/or other text.</p>	8(LI)	CU.6	0	
<p>TN.1.8.CU.9 (CU 0101.8.9) Read simple text containing familiar letter-sound correspondence and high frequency words.</p>	8(LI)	CU.9	0	3 = Excellent match between the two documents
<p>TN.1.8.CU.1 (CU 0101.8.1) Read picture books, alphabet and number books, rhyming books, storybooks, fairy tales, poetry, and nonfiction text.</p>	8(LI)	CU.1	0	

TN.1.8.CU.6 (CU 0101.8.6) Derive meaning while reading by employing the following strategies: *Asking questions to clarify meaning. *Participating in discussions. *Predicting what will happen next. *Creating mental images. *Using illustrations to gain meaning. *Answering the five W + H questions (i.e., Who, What, When, Where, How, Why). *Relating knowledge from personal experience, and/or other text.	8(LI)	CU.6	0	
TN.1.8.CU.10 (CU 0101.8.10) Read orally with fluency and accuracy.	8(LI)	CU.10	0	3 = Excellent match between the two documents
TN.2.8.CU.9 (CU 0201.8.9) Read orally with fluency and accuracy, using appropriate pacing and expression.	8(LI)	CU.9	-1	
TN.1.1.GLE.2 (GLE 0101.1.2) Employ a variety of strategies to decode words and expand vocabulary.	1(LA)	GLE.2	0	1 = Weak match, major aspects of the CCSS not addressed
TN.1.3.GLE.3 (GLE 0101.3.3) Begin to develop topic sentences.	3(W)	GLE.3	0	2 = Good match, with minor aspects of the CCSS not addressed
TN.1.3.CU.5 (CU 0101.3.5) Arrange events in a logical and sequential order when writing.	3(W)	CU.5	0	
TN.2.3.GLE.1 (GLE 0201.3.1) Write in a variety of modes for different audiences and purposes.	3(W)	GLE.1	-1	
TN.1.3.GLE.3 (GLE 0101.3.3) Begin to develop topic sentences.	3(W)	GLE.3	0	3 = Excellent match between the two documents

TN.1.3.CU.5 (CU 0101.3.5) Arrange events in a logical and sequential order when writing.	3(W)	CU.5	0	
TN.2.3.GLE.1 (GLE 0201.3.1) Write in a variety of modes for different audiences and purposes.	3(W)	GLE.1	-1	
TN.2.3.CU.1 (CU 0201.3.1) Write to describe, entertain, and inform.	3(W)	CU.1	-1	
TN.2.4.CU.7 (CU 0201.4.7) Write a simple research report that demonstrates a gathering of information.	4(R)	CU.7	-1	
TN.1.3.GLE.1 (GLE 0101.3.1) Compose simple stories with a clear beginning, middle, and end.	3(W)	GLE.1	0	2 = Good match, with minor aspects of the CCSS not addressed
TN.1.3.CU.6 (CU 0101.3.6) Begin to add descriptive words and details to writing.	3(W)	CU.6	0	
TN.1.3.CU.5 (CU 0101.3.5) Arrange events in a logical and sequential order when writing.	3(W)	CU.5	0	
TN.4.3.CU.14 (CU 0401.3.14) Use appropriate time-order or transitional words.	3(W)	CU.14	-3	

TN.1.3.CU.9 (CU 0101.3.9) Incorporate suggestions from teachers and peers.	3(W)	CU.9	0	3 = Excellent match between the two documents
TN.1.2.CU.8 (CU 0101.2.8) Participate in group discussion. *Work productively in group discussion for a particular purpose (e.g., respond to literature, solve a problem). *Ask and respond to questions from teacher and other group members.	2(C)	CU.8	0	
TN.1.3.CU.6 (CU 0101.3.6) Begin to add descriptive words and details to writing.	3(W)	CU.6	0	
TN.1.3.CU.1 (CU 0101.3.1) Brainstorm ideas with teachers and peers, use graphic organizers (e.g., webs, charts, Venn diagrams) independently and/or in group, draw pictures to generate ideas, and use a variety of resources to gather information.	3(W)	CU.1	0	
TN.2.7.CU.4 (CU 0201.7.4) Begin to utilize technology to create publications and presentations.	7(M)	CU.4	-1	3 = Excellent match between the two documents
TN.1.3.CU.9 (CU 0101.3.9) Incorporate suggestions from teachers and peers.	3(W)	CU.9	0	
TN.1.3.CU.1 (CU 0101.3.1) Brainstorm ideas with teachers and peers, use graphic organizers (e.g., webs, charts, Venn diagrams) independently and/or in group, draw pictures to generate ideas, and use a variety of resources to gather information.	3(W)	CU.1	0	3 = Excellent match between the two documents
TN.1.2.CU.8 (CU 0101.2.8) Participate in group discussion. *Work productively in group discussion for a particular purpose (e.g., respond to literature, solve a problem). *Ask and respond to questions from teacher and other group members.	2(C)	CU.8	0	

TN.1.4.CU.2 (CU 0101.4.2) Select two resources to answer a research question.	4(R)	CU.2	0	3 = Excellent match between the two documents
TN.1.4.CU.3 (CU 0101.4.3) Use the family and community as sources of information.	4(R)	CU.3	0	
TN.1.3.CU.1 (CU 0101.3.1) Brainstorm ideas with teachers and peers, use graphic organizers (e.g., webs, charts, Venn diagrams) independently and/or in group, draw pictures to generate ideas, and use a variety of resources to gather information.	3(W)	CU.1	0	
TN.1.2.GLE.1 (GLE 0101.2.1) Develop critical listening skills essential for comprehension, problem solving, and task completion.	2(C)	GLE.1	0	3 = Excellent match between the two documents
TN.1.2.GLE.2 (GLE 0101.2.2) Develop critical speaking skills essential for effective communication.	2(C)	GLE.2	0	
TN.1.2.CU.8 (CU 0101.2.8) Participate in group discussion. *Work productively in group discussion for a particular purpose (e.g., respond to literature, solve a problem). *Ask and respond to questions from teacher and other group members.	2(C)	CU.8	0	
TN.1.2.CU.1 (CU 0101.2.1) Use appropriate listening skills (e.g., do not interrupt, face speaker, ask questions).	2(C)	CU.1	0	3 = Excellent match between the two documents
TN.1.2.CU.5 (CU 0101.2.5) Use rules for conversation (e.g., take turns, and focus attention on speaker).	2(C)	CU.5	0	

TN.1.2.CU.5 (CU 0101.2.5) Use rules for conversation (e.g., take turns, and focus attention on speaker).	2(C)	CU.5	0	2 = Good match, with minor aspects of the CCSS not addressed
TN.1.2.CU.8 (CU 0101.2.8) Participate in group discussion. *Work productively in group discussion for a particular purpose (e.g., respond to literature, solve a problem). *Ask and respond to questions from teacher and other group members.	2(C)	CU.8	0	
TN.1.2.CU.8 (CU 0101.2.8) Participate in group discussion. *Work productively in group discussion for a particular purpose (e.g., respond to literature, solve a problem). *Ask and respond to questions from teacher and other group members.	2(C)	CU.8	0	3 = Excellent match between the two documents
TN.1.8.CU.6 (CU 0101.8.6) Derive meaning while reading by employing the following strategies: *Asking questions to clarify meaning. *Participating in discussions. *Predicting what will happen next. *Creating mental images. *Using illustrations to gain meaning. *Answering the five W + H questions (i.e., Who, What, When, Where, How, Why). *Relating knowledge from personal experience, and/or other text.	8(LI)	CU.6	0	
TN.1.2.CU.8 (CU 0101.2.8) Participate in group discussion. *Work productively in group discussion for a particular purpose (e.g., respond to literature, solve a problem). *Ask and respond to questions from teacher and other group members.	2(C)	CU.8	0	3 = Excellent match between the two documents
TN.1.8.CU.6 (CU 0101.8.6) Derive meaning while reading by employing the following strategies: *Asking questions to clarify meaning. *Participating in discussions. *Predicting what will happen next. *Creating mental images. *Using illustrations to gain meaning. *Answering the five W + H questions (i.e., Who, What, When, Where, How, Why). *Relating knowledge from personal experience, and/or other text.	8(LI)	CU.6	0	

TN.1.7.CU.1 (CU 0101.7.1) Experience and respond to a variety of media (e.g., books, audio, video, computer, illustrations).	7(M)	CU.1	0	
TN.1.2.CU.8 (CU 0101.2.8) Participate in group discussion. *Work productively in group discussion for a particular purpose (e.g., respond to literature, solve a problem). *Ask and respond to questions from teacher and other group members.	2(C)	CU.8	0	3 = Excellent match between the two documents
TN.3.2.CU.3 (CU0301.2.3) Respond to questions from teachers and other group members and pose follow-up questions for clarity.	2(C)	CU.3	-2	
TN.1.2.CU.9 (CU 0101.2.9) Retell a story, describing the plot, characters, and setting.	2(C)	CU.9	0	3 = Excellent match between the two documents
TN.1.2.GLE.2 (GLE 0101.2.2) Develop critical speaking skills essential for effective communication.	2(C)	GLE.2	0	
TN.4.2.CU.8 (CU 0401.2.8) Express reactions, personal experiences, and opinions orally.	2(C)	CU.8	-3	
TN.1.7.CU.4 (CU 0101.7.4) Enhance oral presentations with a visual medium.	7(M)	CU.4	0	3 = Excellent match between the two documents
TN.1.2.CU.6 (CU 0101.2.6) Speak clearly, properly, and politely; recognize the difference between formal and informal language.	2(C)	CU.6	0	3 = Excellent match between the two documents
TN.1.1.GLE.1 (GLE 0101.1.1) Demonstrate control of basic Standard English usage, mechanics, spelling, and sentence structure.	1(LA)	GLE.1	0	

TN.1.1.GLE.1 (GLE 0101.1.1) Demonstrate control of basic Standard English usage, mechanics, spelling, and sentence structure.	1(LA)	GLE.1	0	3 = Excellent match between the two documents
TN.1.3.CU.7 (CU 0101.3.70 Create legible documents for reading by the following: forming uppercase/lowercase letters; utilizing correct spacing; writing from left to right/top to bottom; and tracing/reproducing letters and words correctly.	3(W)	CU.7	0	3 = Excellent match between the two documents
TN.1.1.CU.1 (CU 0101.1.1) Identify and correctly use adjectives (i.e., descriptive), nouns (i.e., singular and plural, possessive), pronouns (i.e., substitution for nouns), and verbs (i.e., tense, subject-verb agreement)	1(LA)	CU.1	0	3 = Excellent match between the two documents
TN.2.1.CU.1 (CU 0201.1.1) Identify and correctly use adjectives (i.e., descriptive, comparative, superlative), nouns (i.e., common and proper, singular and plural, possessive), pronouns (i.e., substitution for nouns), and verbs (i.e., past and present tense, action and linking, regular and irregular, subject-verb agreement).	1(LA)	CU.1	-1	
TN.1.1.CU.1 (CU 0101.1.1) Identify and correctly use adjectives (i.e., descriptive), nouns (i.e., singular and plural, possessive), pronouns (i.e., substitution for nouns), and verbs (i.e., tense, subject-verb agreement)	1(LA)	CU.1	0	3 = Excellent match between the two documents
TN.1.1.CU.1 (CU 0101.1.1) Identify and correctly use adjectives (i.e., descriptive), nouns (i.e., singular and plural, possessive), pronouns (i.e., substitution for nouns), and verbs (i.e., tense, subject-verb agreement)	1(LA)	CU.1	0	3 = Excellent match between the two documents
TN.4.1.CU.1 (CU 0401.1.1) Know and use appropriately the meaning, forms, and functions of nouns (including singular and plural, common and proper, singular and plural possessives), verbs (including action and linking, regular and irregular forms, correct tenses, agreement in person and number with both simple and compound subjects), adjectives (including proper comparison forms, articles), pronouns (including subject, object, and possessive; singular and plural; agreement with antecedents), and adverbs (i.e., proper comparison forms, negatives).	1(LA)	CU.1	-3	

TN.6.1.CU.1 (CU 0601.1.1) Know and use appropriately the meaning, forms and functions of nouns (including collective nouns, nouns as objects, predicate nouns), pronouns (including proper pronoun case; objects of prepositions; agreement with antecedents in person and number; indefinite, relative, and demonstrative pronouns), verbs (including agreement with the subject in person and number, action verbs that take objects, linking verbs, helping verbs, verb phrases, verb tenses, regular and irregular verb forms), adjectives (including predicate adjectives, comparative and superlative forms), adverbs (including negatives, forms of comparative and superlative phrases), conjunctions (including coordinating, subordinating), interjections, and prepositions (place prepositional phrases correctly according to the words they modify within the sentence).	1(LA)	CU.1	-5	
TN.1.1.CU.1 (CU 0101.1.1) Identify and correctly use adjectives (i.e., descriptive), nouns (i.e., singular and plural, possessive), pronouns (i.e., substitution for nouns), and verbs (i.e., tense, subject-verb agreement)	1(LA)	CU.1	0	3 = Excellent match between the two documents
TN.1.1.CU.1 (CU 0101.1.1) Identify and correctly use adjectives (i.e., descriptive), nouns (i.e., singular and plural, possessive), pronouns (i.e., substitution for nouns), and verbs (i.e., tense, subject-verb agreement)	1(LA)	CU.1	0	3 = Excellent match between the two documents
TN.5.1.CU.1 (CU 0501.1.1) Know and use appropriately the meaning, forms, and functions of nouns (including common/proper, singular/plural, possessives, predicate nouns), verbs (including action/linking, regular/irregular, be/have, verb phrases, agreement with subject in person and number), pronouns (including agreement with antecedent, reflexive, possessive, correct pronoun case), adjectives (including common/proper, predicate adjectives, demonstrative adjectives, proper comparative forms), adverbs (including proper comparative forms, adverbs of degree {too, very}), conjunctions (including coordinating), interjections, and prepositions (place prepositional phrases in correct location within the sentence).	1(LA)	CU.1	-4	3 = Excellent match between the two documents

TN.3.1.CU.1 (CU 0301.1.1 Know and use appropriately the meaning, forms, and functions of nouns (including nouns as subjects and objects, singular, plural, and possessives), pronouns (including subject and object pronouns, substitution for nouns, agreement with antecedents), verbs (including past, present, and future tenses; irregular verb; agreement with simple and compound subjects), adjectives (including vivid descriptive words, comparative/superlative, articles), and adverbs (including common formation and placement in a sentence).	1(LA)	CU.1	-2	2 = Good match, with minor aspects of the CCSS not addressed
TN.5.1.CU.1 (CU 0501.1.1) Know and use appropriately the meaning, forms, and functions of nouns (including common/proper, singular/plural, possessives, predicate nouns), verbs (including action/linking, regular/irregular, be/have, verb phrases, agreement with subject in person and number), pronouns (including agreement with antecedent, reflexive, possessive, correct pronoun case), adjectives (including common/proper, predicate adjectives, demonstrative adjectives, proper comparative forms), adverbs (including proper comparative forms, adverbs of degree {too, very}), conjunctions (including coordinating), interjections, and prepositions (place prepositional phrases in correct location within the sentence).	1(LA)	CU.1	-4	3 = Excellent match between the two documents
TN.1.1.CU.6 (CU 0101.1.6) Understand that groups of words make sentences.	1(LA)	CU.6	0	2 = Good match, with minor aspects of the CCSS not addressed
TN.1.1.CU.8 (CU 0101.1.8) Identify and correctly write complete sentences.	1(LA)	CU.8	0	
TN.2.1.CU.5 (CU 0201.1.5) Understand that a sentence is a group of words that has a subject and a verb and expresses a complete thought.	1(LA)	CU.5	-1	

TN.3.1.CU.16 (CU 0301.1.16) Combine simple sentences into compound sentences using compound subjects and/or predicates.	1(LA)	CU.16	-2	
TN.3.1.CU.13 (CU 0301.1.13) Recognize sentence types-statements, questions, commands, and exclamations-and apply appropriate end marks when writing and vocal intonation when speaking.	1(LA)	CU.13	-2	
TN.1.1.GLE.1 (GLE 0101.1.1) Demonstrate control of basic Standard English usage, mechanics, spelling, and sentence structure.	1(LA)	GLE.1	0	3 = Excellent match between the two documents
TN.1.1.CU.2 (CU 0101.1.2) Use capital letters correctly (i.e., in the first word of a sentence, first and last names, pronoun I, proper nouns).	1(LA)	CU.2	0	3 = Excellent match between the two documents
TN.1.1.CU.3 (CU 0101.1.3) Identify and use correct punctuation at the end of declarative sentences and questions.	1(LA)	CU.3	0	3 = Excellent match between the two documents
TN.2.1.CU.7 (CU 0201.1.7) Use commas correctly in a series.	1(LA)	CU.7	-1	3 = Excellent match between the two documents
TN.3.1.CU.5 (CU 0301.1.5) Use commas in direct address, dates, locations and addresses, and items in a series.	1(LA)	CU.5	-2	
TN.1.1.CU.9 (CU 0101.1.9) Spell simple words using developing phonetic knowledge, sounds of the alphabet, and simple consonant/vowel patterns. *Spell high frequency words correctly (e.g., Dolch list, Fry list). *Spell one-syllable words, using basic CVC, CVCE, and CVVC patterns. *Alphabetize words to the first letter.	1(LA)	CU.9	0	3 = Excellent match between the two documents

<p>TN.1.1.CU.9 (CU 0101.1.9) Spell simple words using developing phonetic knowledge, sounds of the alphabet, and simple consonant/vowel patterns. *Spell high frequency words correctly (e.g., Dolch list, Fry list). *Spell one-syllable words, using basic CVC, CVCE, and CVVC patterns. *Alphabetize words to the first letter.</p>	1(LA)	CU.9	0	3 = Excellent match between the two documents
<p>TN.1.1.CU.10 (CU 0101.1.10) Show evidence of expanding language through vocabulary growth. *Build vocabulary by reading, listening to, and discussing a variety of literature. *Use word families and a variety of active word walls. *Read high frequency words in context. *Recognize and identify compound words, synonyms, and antonyms. *Identify positional words (e.g., inside, outside, beside, between). *Identify simple multi-meaning words in context (e.g., fly, pop, bat). *Use a picture dictionary/beginning dictionary to determine word meaning.</p>	1(LA)	CU.10	0	3 = Excellent match between the two documents
<p>TN.1.1.GLE.2 (GLE 0101.1.2) Employ a variety of strategies to decode words and expand vocabulary.</p>	1(LA)	GLE.2	0	
<p>TN.K.1.CU.8 (CU 0001.1.8) Use context clues to identify vocabulary in text.</p>	1(LA)	CU.8	1	3 = Excellent match between the two documents
<p>TN.1.1.CU.12 (CU 0101.1.12) Apply phonics generalizations in order to decode words. *Name all uppercase/lowercase letters of the alphabet. *Understand that the sequence of letters in a written word represents the sequence of sounds in a word. *Use letter-sound matches and structural analysis to decode grade level words. *Use parts of words (e.g., root/base words, compound words, contractions, prefixes, suffixes) to decode grade level words. *Apply long and short vowel rules when decoding text. *Use sounding out words; chunking words into smaller parts; and looking for blends, digraphs, word families, etc. as a means of decoding unfamiliar words. *Continue to decode unknown words that are grade-level appropriate.</p>	1(LA)	CU.12	0	3 = Excellent match between the two documents

TN.3.1.SPI.16 (SPI 0301.1.16) Determine word meanings using prefixes, suffixes and/or context clues.	1(LA)	SPI.16	-2	
TN.3.1.SPI.15 (SPI 0301.1.15) Recognize root words and their various inflections (e.g., walks, walking, walked).	1(LA)	SPI.15	-2	3 = Excellent match between the two documents
TN.2.1.CU.9 (CU 0201.1.9) Show evidence of expanding language through vocabulary growth. *Recognize common abbreviations. *Build vocabulary by reading, listening to, and discussing a variety of literature. *Add prefixes (e.g., re-, dis-), suffixes (e.g., -ly, -y), and endings (e.g., -ed, -ing, -es) to base words to make new words. *Use word families and a variety of active word walls. *Recognize and identify compound words, synonyms, and antonyms. *Identify positional words. *Identify simple multi-meaning words in context (e.g., fly, pop, bat).	1(LA)	CU.9	-1	
TN.1.1.GLE.2 (GLE 0101.1.2) Employ a variety of strategies to decode words and expand vocabulary.	1(LA)	GLE.2	0	2 = Good match, with minor aspects of the CCSS not addressed
TN.1.1.CU.10 (CU 0101.1.10) Show evidence of expanding language through vocabulary growth. *Build vocabulary by reading, listening to, and discussing a variety of literature. *Use word families and a variety of active word walls. *Read high frequency words in context. *Recognize and identify compound words, synonyms, and antonyms. *Identify positional words (e.g., inside, outside, beside, between). *Identify simple multi-meaning words in context (e.g., fly, pop, bat). *Use a picture dictionary/beginning dictionary to determine word meaning.	1(LA)	CU.10	0	
TN.3.1.CU.18 (CU 0301.1.18) Continue to develop word consciousness (e.g., word play, word walls, word sorts).	1(LA)	CU.18	-2	1 = Weak match, major aspects of the CCSS not addressed

Notes

Grade difference for a portion of the standard; for grades K-2, the standards specify the identification of details only in informational texts.

Grade difference for a portion of the standard; for grades K-2, the standards specify the identification of details only in informational texts.

Grade difference for a portion of the standard; for grades K-2, the standards specify the identification of details only in informational texts.

The CCSS go a little further, by asking students to demonstrate understanding of the central message or lesson.

The "retell" aspect is not addressed.
The "retell" aspect is not addressed.

grade difference for a portion of the standard

grade difference for a portion of the standard

State standard does not require distinguishing between information provided by pictures vs. text

State standard does not require distinguishing between information provided by pictures vs. text

no specific mention of text complexity

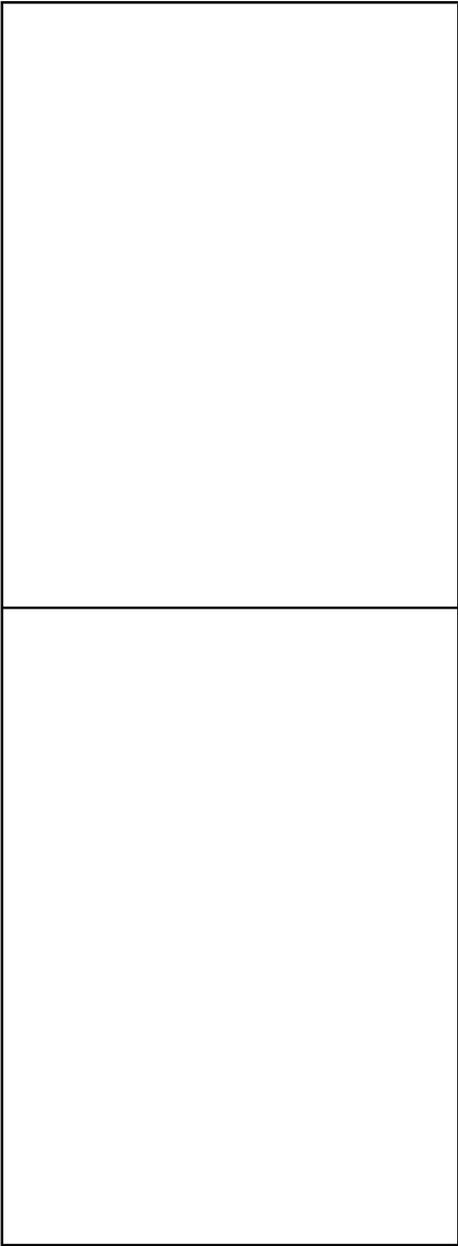
no specific mention of text complexity

The distinguishing of long/short vowel sounds is addressed under phonics, but is not specified under the phonemic awareness standards in grade 1.

The distinguishing of long/short vowel sounds is addressed under phonics, but is not specified under the phonemic awareness standards in grade 1.



Phoneme isolation is not specifically mentioned, although both lower and higher-level phonological awareness skills are covered in this standard.

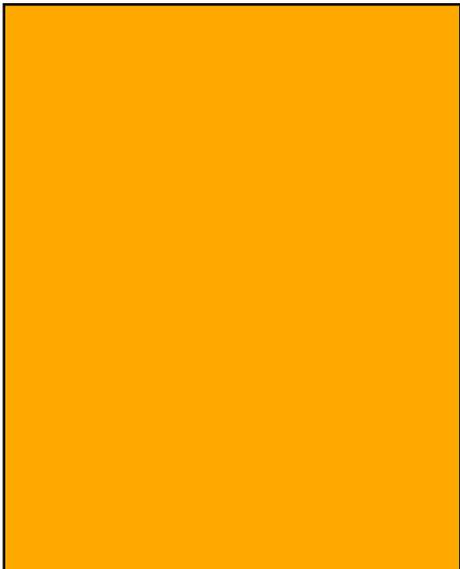


grade difference

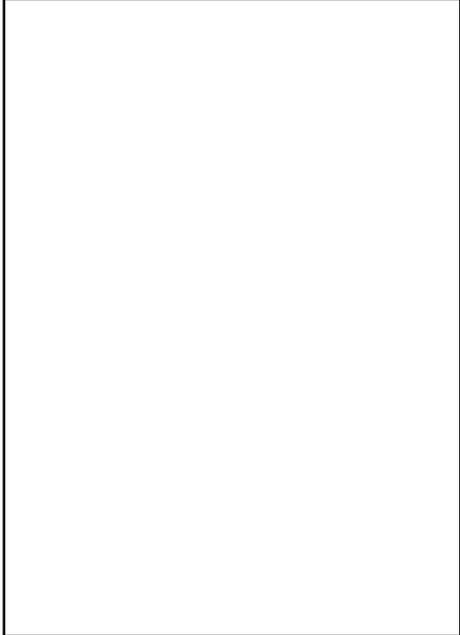
grade difference

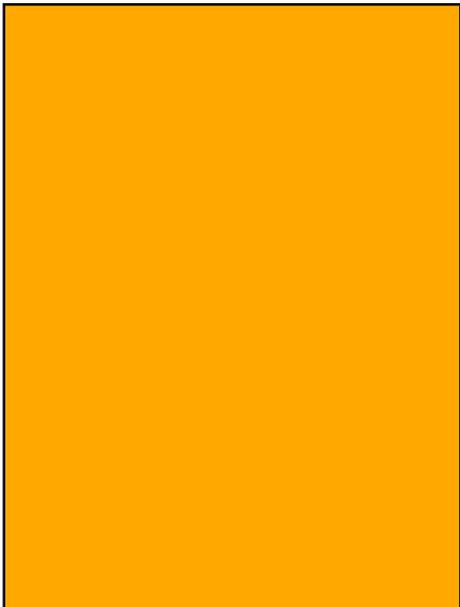
This concept is not explicitly taught.

This concept is not explicitly taught.



This concept is not explicitly taught.





Inflectional endings are not specifically mentioned.

Inflectional endings are not specifically mentioned.

grade difference

grade difference

No specific mention of self-correction or rereading

no specific mention of opinion pieces

no specific mention of opinion pieces

no specific mention of opinion pieces

grade difference

grade difference

grade difference

grade difference

grade difference

grade level difference is significant for a small portion of the standard.

grade level difference is significant for a small portion of the standard.

grade level difference is significant for a small portion of the standard.

grade level difference is significant for a small portion of the standard.

grade difference
grade difference

no specific mention of "multiple exchanges"

no specific mention of "multiple exchanges"

grade difference

grade difference

Grade level difference is significant for a portion of the standard.

Grade level difference is significant for a portion of the standard.

Grade level difference is significant for a portion of the standard.

grade difference for a portion of the standard

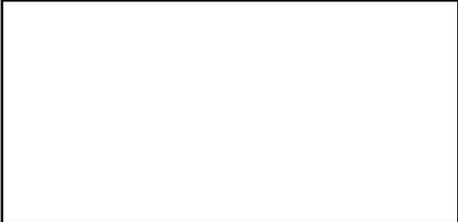
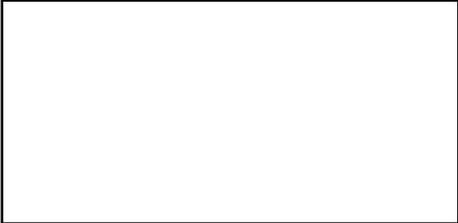
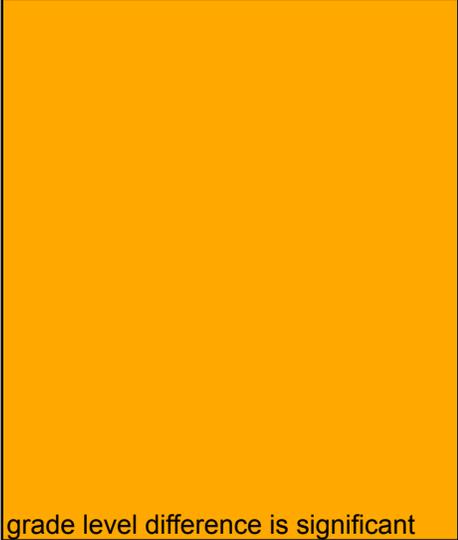
grade difference for a portion of the standard

grade level difference is significant for a portion of the standard

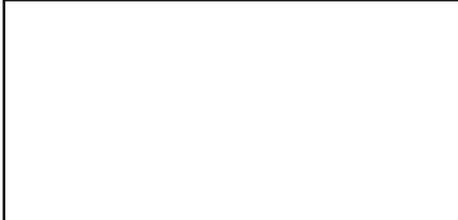
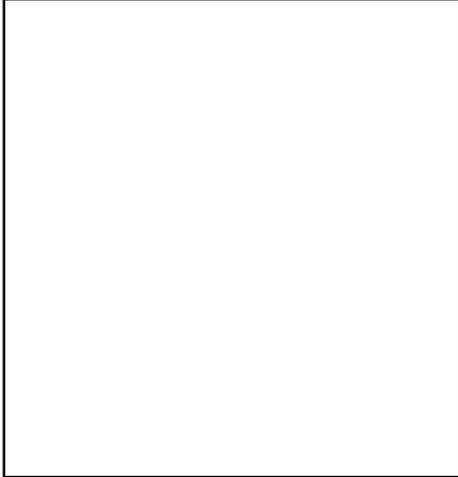
grade level difference is significant for a portion of the standard

grade level difference is significant for a portion of the standard

grade level difference is significant



grade difference
grade difference



Grade difference; Affixes are mentioned beginning in first grade under "decoding strategies," but not for the purpose of determining word meaning.

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grade difference

grade difference