

Strand	Standard #	Standard	Grade	Matched Grade
R.L	1	CC.K.R.L.1 Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text.	K	K
R.L	1	CC.K.R.L.1 Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text.	K	1
R.L	1	CC.K.R.L.1 Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text.	K	3
R.L	2	CC.K.R.L.2 Key Ideas and Details: With prompting and support, retell familiar stories, including key details.	K	K
R.L	3	CC.K.R.L.3 Key Ideas and Details: With prompting and support, identify characters, settings, and major events in a story.	K	K
R.L	4	CC.K.R.L.4 Craft and Structure: Ask and answer questions about unknown words in a text.	K	K
R.L	5	CC.K.R.L.5 Craft and Structure: Recognize common types of texts (e.g., storybooks, poems).	K	K
R.L	5	CC.K.R.L.5 Craft and Structure: Recognize common types of texts (e.g., storybooks, poems).	K	K
R.L	5	CC.K.R.L.5 Craft and Structure: Recognize common types of texts (e.g., storybooks, poems).	K	3

R.L	6	CC.K.R.L.6 Craft and Structure: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	K	1
R.L	7	CC.K.R.L.7 Integration of Knowledge and Ideas: 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).	K	K
R.L	9	CC.K.R.L.9 Integration of Knowledge and Ideas: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	K	3
R.L	9	CC.K.R.L.9 Integration of Knowledge and Ideas: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	K	1
R.L	9	CC.K.R.L.9 Integration of Knowledge and Ideas: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	K	1
R.L	10	CC.K.R.L.10 Range of Reading and Level of Text Complexity: Actively engage in group reading activities with purpose and understanding.	K	K
R.L	10	CC.K.R.L.10 Range of Reading and Level of Text Complexity: Actively engage in group reading activities with purpose and understanding.	K	1
R.I	1	CC.K.R.I.1 Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text.	K	K
R.I	1	CC.K.R.I.1 Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text.	K	1

R.I	1	CC.K.R.I.1 Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text.	K	K
R.I	2	CC.K.R.I.2 Key Ideas and Details: With prompting and support, identify the main topic and retell key details of a text.	K	K
R.I	2	CC.K.R.I.2 Key Ideas and Details: With prompting and support, identify the main topic and retell key details of a text.	K	1
R.I	3	CC.K.R.I.3 Key Ideas and Details: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	K	1
R.I	4	CC.K.R.I.4 Craft and Structure: With prompting and support, ask and answer questions about unknown words in a text.	K	K
R.I	4	CC.K.R.I.4 Craft and Structure: With prompting and support, ask and answer questions about unknown words in a text.	K	K
R.I	5	CC.K.R.I.5 Craft and Structure: Identify the front cover, back cover, and title page of a book.	K	1
R.I	6	CC.K.R.I.6 Craft and Structure: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	K	1
R.I	7	CC.K.R.I.7 Integration of Knowledge and Ideas: 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).	K	K

R.I	8	CC.K.R.I.8 Integration of Knowledge and Ideas: With prompting and support, identify the reasons an author gives to support points in a text.	K	1
R.I	9	CC.K.R.I.9 Integration of Knowledge and Ideas: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	K	1
R.I	9	CC.K.R.I.9 Integration of Knowledge and Ideas: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	K	K
R.I	10	CC.K.R.I.10 Range of Reading and Level of Text Complexity: Actively engage in group reading activities with purpose and understanding.	K	K
R.I	10	CC.K.R.I.10 Range of Reading and Level of Text Complexity: Actively engage in group reading activities with purpose and understanding.	K	K
R.F	1	CC.K.R.F.1 Print Concepts: Demonstrate understanding of the organization and basic features of print.	K	K
R.F	1	CC.K.R.F.1 Print Concepts: Demonstrate understanding of the organization and basic features of print.	K	1

R.F	1.b	CC.K.R.F.1.b Print Concepts: Recognize that spoken words are represented in written language by specific sequences of letters.	K	K
R.F	1.c	CC.K.R.F.1.c Print Concepts: Understand that words are separated by spaces in print.	K	1
R.F	1.d	CC.K.R.F.1.d Print Concepts: Recognize and name all upper- and lowercase letters of the alphabet.	K	K
R.F	2	CC.K.R.F.2 Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	K	K
R.F	2.a	CC.K.R.F.2.a Phonological Awareness: Recognize and produce rhyming words.	K	K

R.F	2.b	CC.K.R.F.2.b Phonological Awareness: Count, pronounce, blend, and segment syllables in spoken words.	K	K
R.F	2.c	CC.K.R.F.2.c Phonological Awareness: Blend and segment onsets and rimes of single-syllable spoken words.	K	K
R.F	2.d	CC.K.R.F.2.d Phonological Awareness: 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/.)	K	K

R.F	2.e	CC.K.R.F.2.e Phonological Awareness: Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	K	1
R.F	3	CC.K.R.F.3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.	K	K
R.F	3	CC.K.R.F.3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.	K	K
R.F	3.a	CC.K.R.F.3.a Phonics and Word Recognition: Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.	K	K

R.F	3.b	CC.K.R.F.3.b Phonics and Word Recognition: Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	K	1
R.F	3.c	CC.K.R.F.3.c Phonics and Word Recognition: Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).	K	K
R.F	3.d	CC.K.R.F.3.d Phonics and Word Recognition: Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	K	K
R.F	3.d	CC.K.R.F.3.d Phonics and Word Recognition: Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	K	K
R.F	4	CC.K.R.F.4 Read emergent-reader texts with purpose and understanding.	K	K
R.F	4	CC.K.R.F.4 Read emergent-reader texts with purpose and understanding.	K	K

R.F	4	CC.K.R.F.4 Read emergent-reader texts with purpose and understanding.	K	K
R.F	4	CC.K.R.F.4 Read emergent-reader texts with purpose and understanding.	K	K
R.F	4	CC.K.R.F.4 Read emergent-reader texts with purpose and understanding.	K	K
W	2	CC.K.W.2 Text Types and Purposes: 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.	K	K
W	3	CC.K.W.3 Text Types and Purposes: 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.	K	K
W	3	CC.K.W.3 Text Types and Purposes: 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.	K	K
W	5	CC.K.W.5 Production and Distribution of Writing: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	K	K
W	5	CC.K.W.5 Production and Distribution of Writing: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	K	K

W	5	CC.K.W.5 Production and Distribution of Writing: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	K	K
W	6	CC.K.W.6 Production and Distribution of Writing: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	K	2
W	6	CC.K.W.6 Production and Distribution of Writing: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	K	K
W	7	CC.K.W.7 Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	K	K
W	7	CC.K.W.7 Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	K	K
W	8	CC.K.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.	K	K
W	8	CC.K.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.	K	K
W	8	CC.K.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.	K	K

SL	1	CC.K.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	K	K
SL	1	CC.K.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	K	K
SL	1	CC.K.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	K	K
SL	1.a	CC.K.SL.1.a Comprehension and Collaboration: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	K	K
SL	1.a	CC.K.SL.1.a Comprehension and Collaboration: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	K	K
SL	1.b	CC.K.SL.1.b Comprehension and Collaboration: Continue a conversation through multiple exchanges.	K	K
SL	1.b	CC.K.SL.1.b Comprehension and Collaboration: Continue a conversation through multiple exchanges.	K	K
SL	2	CC.K.SL.2 Comprehension and Collaboration: 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.	K	K

SL	2	CC.K.SL.2 Comprehension and Collaboration: 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.	K	K
SL	2	CC.K.SL.2 Comprehension and Collaboration: 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.	K	K
SL	3	CC.K.SL.3 Comprehension and Collaboration: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	K	K
SL	3	CC.K.SL.3 Comprehension and Collaboration: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	K	K
SL	4	CC.K.SL.4 Presentation of Knowledge and Ideas: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	K	K
SL	4	CC.K.SL.4 Presentation of Knowledge and Ideas: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	K	K
SL	5	CC.K.SL.5 Presentation of Knowledge and Ideas: Add drawings or other visual displays to descriptions as desired to provide additional detail.	K	1
SL	6	CC.K.SL.6 Presentation of Knowledge and Ideas: Speak audibly and express thoughts, feelings, and ideas clearly.	K	K

SL	6	CC.K.SL.6 Presentation of Knowledge and Ideas: Speak audibly and express thoughts, feelings, and ideas clearly.	K	K
SL	6	CC.K.SL.6 Presentation of Knowledge and Ideas: Speak audibly and express thoughts, feelings, and ideas clearly.	K	4
L	1	CC.K.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	K	K
L	1.a	CC.K.L.1.a Conventions of Standard English: Print many upper- and lowercase letters.	K	K
L	1.b	CC.K.L.1.b Conventions of Standard English: Use frequently occurring nouns and verbs.	K	1
L	1.c	CC.K.L.1.c Conventions of Standard English: Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	K	1
L	1.d	CC.K.L.1.d Conventions of Standard English: Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	K	K
L	1.e	CC.K.L.1.e Conventions of Standard English: Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	K	1

L	1.e	CC.K.L.1.e Conventions of Standard English: Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	K	5
L	1.f	CC.K.L.1.f Conventions of Standard English: Produce and expand complete sentences in shared language activities.	K	1
L	1.f	CC.K.L.1.f Conventions of Standard English: Produce and expand complete sentences in shared language activities.	K	2
L	1.f	CC.K.L.1.f Conventions of Standard English: Produce and expand complete sentences in shared language activities.	K	1
L	2	CC.K.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	K	K
L	2	CC.K.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	K	K
L	2.a	CC.K.L.2.a Conventions of Standard English: Capitalize the first word in a sentence and the pronoun I.	K	1
L	2.b	CC.K.L.2.b Conventions of Standard English: Recognize and name end punctuation.	K	K
L	2.b	CC.K.L.2.b Conventions of Standard English: Recognize and name end punctuation.	K	1

L	2.c	CC.K.L.2.c Conventions of Standard English: Write a letter or letters for most consonant and short-vowel sounds (phonemes).	K	K
L	2.d	CC.K.L.2.d Conventions of Standard English: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	K	K
L	4	CC.K.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	K	K
L	4	CC.K.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	K	1
L	4	CC.K.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	K	K
L	4.a	CC.K.L.4.a Vocabulary Acquisition and Use: Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	K	1

L	4.b	CC.K.L.4.b Vocabulary Acquisition and Use: 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.	K	3
L	5	CC.K.L.5 Vocabulary Acquisition and Use: With guidance and support from adults, explore word relationships and nuances in word meanings.	K	1
L	5	CC.K.L.5 Vocabulary Acquisition and Use: With guidance and support from adults, explore word relationships and nuances in word meanings.	K	K
L	5.a	CC.K.L.5.a Vocabulary Acquisition and Use: Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	K	3
L	5.b	CC.K.L.5.b Vocabulary Acquisition and Use: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	K	1

Matched Standard	Strand	Standard #	Grade Difference	Degree of Match
TN.K.8.CU.5 (CU 0001.8.5) 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. *Relating knowledge from personal experience.	8(LI)	CU.5	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	-1	
TN.3.6.CU.4 (CU 0301.6.4) Identify the main idea and supporting details in text.	6(I)	CU.4	-3	
TN.K.2.CU.9 (CU 0001.2.9) Retell a story, describing the plot, characters, and setting.	2(C)	CU.9	0	3 = Excellent match between the two documents
TN.K.8.CU.6 (CU 0001.8.6) Identify the characters, setting, and events of a story.	8(LI)	CU.6	0	3 = Excellent match between the two documents
TN.K.1.GLE.2 (GLE 0001.1.2) 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.K.8.GLE.1 (GLE 0001.8.1) Explore and experience various literary genres.	8(LI)	GLE.1	0	2 = Good match, with minor aspects of the CCSS not addressed
TN.K.8.CU.1 (CU 0001.8.1) Read picture books, alphabet and number books, Mother Goose rhymes and other rhyming books, story books, fairy tales, poetry, and song lyrics.	8(LI)	CU.1	0	
TN.3.8.CU.6 (CU 0301.8.6) Recognize varying forms of text (e.g., poems {lines and stanzas}, plays {acts, stage directions}, novels {chapters}).	8(LI)	CU.6	-3	

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	-1	1 = Weak match, major aspects of the CCSS not addressed
TN.K.8.CU.5 (CU 0001.8.5) 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. *Relating knowledge from personal experience.	8(LI)	CU.5	0	2 = Good match, with minor aspects of the CCSS not addressed
TN.3.3.CU.6 (CU 0301.3.6) Compare characters, settings, and events within and between stories.	3(W)	CU.6	-3	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	-1	
TN.1.8.CU.7 (CU 0101.8.7) Identify the characters, plot, and setting of a story.	8(LI)	CU.7	-1	
TN.K.2.CU.8 (CU 0001.2.8) 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.1.8.CU.8 (CU 0101.8.8) Participate in shared reading and small group guided reading.	8(LI)	CU.8	-1	
TN.K.6.CU.1 (CU 0001.6.1) Respond appropriately to questions regarding the main idea of an informational text.	6(I)	CU.1	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	-1	

TN.K.2.CU.8 (CU 0001.2.8) 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.K.6.GLE.1 (GLE 0001.6.1) Comprehend the main idea of informational texts.	6(I)	GLE.1	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	-1	
TN.1.5.CU.4 (CU 0101.5.4) Compare and contrast information and ideas.	5(LO)	CU.4	-1	1 = Weak match, major aspects of the CCSS not addressed
TN.K.1.GLE.2 (GLE 0001.1.2) 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.K.1.CU.9 (CU 0001.1.9) Build vocabulary by reading, listening to, and discussing a variety of literature.	1(LA)	CU.9	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	-1	3 = Excellent match between the two documents
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	-1	2 = Good match, with minor aspects of the CCSS not addressed
TN.K.6.GLE.2 (GLE 0001.6.2) Recognize that illustrations support information in the texts.	6(I)	GLE.2	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	-1	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	-1	2 = Good match, with minor aspects of the CCSS not addressed
TN.K.6.CU.2 (CU 0001.6.2) Explore various forms of informational texts (e.g., charts, magazines, books).	6(I)	CU.2	0	
TN.K.8.GLE.3 (GLE 0001.8.3) Develop reading fluency and accuracy.	8(LI)	GLE.3	0	2 = Good match, with minor aspects of the CCSS not addressed
TN.K.2.CU.8 (CU 0001.2.8) 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.K.3.CU.4 (CU 0001.3.4) Create legible documents for reading by the following: forming uppercase/lowercase letters; writing from left to right/top to bottom; and tracing/reproducing letters and words correctly.	3(W)	CU.4	0	2 = Good match, with minor aspects of the CCSS not addressed
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	-1	

<p>TN.K.1.CU.11 (CU 0001.1.11) Apply phonics generalizations in order to decode words. *Recognize and 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 to decode simple words. *Understand that as letters of a word change, so do the sounds (alphabetic principle). *Make new words using common word families (e.g., b-at, p-at, c-at). *Use the first letter of a word paired with a picture as a decoding strategy.</p>	1(LA)	CU.11	0	3 = Excellent match between the two documents
<p>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.</p>	3(W)	CU.7	-1	1 = Weak match, major aspects of the CCSS not addressed
<p>TN.K.1.CU.11 (CU 0001.1.11) Apply phonics generalizations in order to decode words. *Recognize and 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 to decode simple words. *Understand that as letters of a word change, so do the sounds (alphabetic principle). *Make new words using common word families (e.g., b-at, p-at, c-at). *Use the first letter of a word paired with a picture as a decoding strategy.</p>	1(LA)	CU.11	0	3 = Excellent match between the two documents
<p>TN.K.1.GLE.3 (GLE 0001.1.3) Develop and maintain phonological awareness.</p>	1(LA)	GLE.3	0	3 = Excellent match between the two documents
<p>TN.K.1.CU.10 (CU 0001.1.10) Maintain phonemic awareness. *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 and ending sounds. *Understand words are made up of one or more syllables.</p>	1(LA)	CU.10	0	3 = Excellent match between the two documents

<p>TN.K.1.CU.10 (CU 0001.1.10) Maintain phonemic awareness.</p> <p>*Understand that a phoneme is one distinct sound.</p> <p>*Use sound stretching of one-syllable words to identify each phoneme.</p> <p>*Use sound blending of each separately spoken phoneme to make meaningful words.</p> <p>*Segment one-syllable words into individual sounds and blend the sounds into whole words.</p> <p>*Recognize and produce rhyming words.</p> <p>*Recognize words that have the same beginning and ending sounds.</p> <p>*Understand words are made up of one or more syllables.</p>	1(LA)	CU.10	0	3 = Excellent match between the two documents
<p>TN.K.1.CU.10 (CU 0001.1.10) Maintain phonemic awareness.</p> <p>*Understand that a phoneme is one distinct sound.</p> <p>*Use sound stretching of one-syllable words to identify each phoneme.</p> <p>*Use sound blending of each separately spoken phoneme to make meaningful words.</p> <p>*Segment one-syllable words into individual sounds and blend the sounds into whole words.</p> <p>*Recognize and produce rhyming words.</p> <p>*Recognize words that have the same beginning and ending sounds.</p> <p>*Understand words are made up of one or more syllables.</p>	1(LA)	CU.10	0	2 = Good match, with minor aspects of the CCSS not addressed
<p>TN.K.1.CU.10 (CU 0001.1.10) Maintain phonemic awareness.</p> <p>*Understand that a phoneme is one distinct sound.</p> <p>*Use sound stretching of one-syllable words to identify each phoneme.</p> <p>*Use sound blending of each separately spoken phoneme to make meaningful words.</p> <p>*Segment one-syllable words into individual sounds and blend the sounds into whole words.</p> <p>*Recognize and produce rhyming words.</p> <p>*Recognize words that have the same beginning and ending sounds.</p> <p>*Understand words are made up of one or more syllables.</p>	1(LA)	CU.10	0	1 = Weak match, major 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	-1	3 = Excellent match between the two documents
<p>TN.K.1.GLE.4 (GLE 0001.1.4) Begin to explore the alphabetic principle.</p>	1(LA)	GLE.4	0	3 = Excellent match between the two documents
<p>TN.K.1.CU.11 (CU 0001.1.11) Apply phonics generalizations in order to decode words.</p> <ul style="list-style-type: none"> *Recognize and 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 to decode simple words. *Understand that as letters of a word change, so do the sounds (alphabetic principle). *Make new words using common word families (e.g., b-at, p-at, c-at). *Use the first letter of a word paired with a picture as a decoding strategy. 	1(LA)	CU.11	0	
<p>TN.K.1.CU.11 (CU 0001.1.11) Apply phonics generalizations in order to decode words.</p> <ul style="list-style-type: none"> *Recognize and 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 to decode simple words. *Understand that as letters of a word change, so do the sounds (alphabetic principle). *Make new words using common word families (e.g., b-at, p-at, c-at). *Use the first letter of a word paired with a picture as a decoding strategy. 	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> <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	-1	3 = Excellent match between the two documents
<p>TN.K.1.CU.6 (CU 0001.1.6) Read high frequency words (e.g., the, and, can, color words, number words).</p>	1(LA)	CU.6	0	3 = Excellent match between the two documents
<p>TN.K.1.CU.11 (CU 0001.1.11) Apply phonics generalizations in order to decode words.</p> <p>*Recognize and 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 to decode simple words.</p> <p>*Understand that as letters of a word change, so do the sounds (alphabetic principle).</p> <p>*Make new words using common word families (e.g., b-at, p-at, c-at).</p> <p>*Use the first letter of a word paired with a picture as a decoding strategy.</p>	1(LA)	CU.11	0	2 = Good match, with minor aspects of the CCSS not addressed
<p>TN.K.1.CU.5 (CU 0001.1.5) Attempt to spell simple words using pre-to-early phonetic knowledge, sounds of the alphabet, and knowledge of letter names.</p>	1(LA)	CU.5	0	
<p>TN.K.8.GLE.3 (GLE 0001.8.3) Develop reading fluency and accuracy.</p>	8(LI)	GLE.3	0	3 = Excellent match between the two documents
<p>TN.K.8.GLE.2 (GLE 0001.8.2) Employ a variety of basic reading comprehension strategies.</p>	8(LI)	GLE.2	0	

TN.K.8.CU.1 (CU 0001.8.1) Read picture books, alphabet and number books, Mother Goose rhymes and other rhyming books, story books, fairy tales, poetry, and song lyrics.	8(LI)	CU.1	0	
TN.K.8.CU.7 (CU 0001.8.7) Read simple text containing familiar letter-sound correspondence and high frequency words.	8(LI)	CU.7	0	
TN.K.8.CU.5 (CU 0001.8.5) 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. *Relating knowledge from personal experience.	8(LI)	CU.5	0	
TN.K.3.CU.1 (CU 0001.3.1) Brainstorm ideas with teachers and peers, use graphic organizers (e.g., webs, charts, 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	1 = Weak match, major aspects of the CCSS not addressed
TN.K.3.GLE.3 (GLE 0001.3.3) Compose simple stories with teacher assistance.	3(W)	GLE.3	0	1 = Weak match, major aspects of the CCSS not addressed
TN.K.3.CU.1 (CU 0001.3.1) Brainstorm ideas with teachers and peers, use graphic organizers (e.g., webs, charts, 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.K.3.CU.3 (CU 0001.3.3) Add descriptive words and details to writing.	3(W)	CU.3	0	3 = Excellent match between the two documents
TN.K.3.CU.6 (CU 0001.3.6) Incorporate suggestions from teachers and peers.	3(W)	CU.6	0	

TN.K.2.CU.8 (CU 0001.2.8) 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.2.7.CU.4 (CU 0201.7.4) Begin to utilize technology to create publications and presentations.	7(M)	CU.4	-2	3 = Excellent match between the two documents
TN.K.3.CU.6 (CU 0001.3.6) Incorporate suggestions from teachers and peers.	3(W)	CU.6	0	
TN.K.3.CU.1 (CU 0001.3.1) Brainstorm ideas with teachers and peers, use graphic organizers (e.g., webs, charts, 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.K.2.CU.8 (CU 0001.2.8) 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.K.4.GLE.2 (GLE 0001.4.2) Select a source necessary to answer a research question.	4(R)	GLE.2	0	2 = Good match, with minor aspects of the CCSS not addressed
TN.K.4.CU.2 (CU 0001.4.2) Use the family and community as sources of information.	4(R)	CU.2	0	
TN.K.3.CU.1 (CU 0001.3.1) Brainstorm ideas with teachers and peers, use graphic organizers (e.g., webs, charts, 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.K.2.GLE.1 (GLE 0001.2.1) 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.K.2.GLE.2 (GLE 0001.2.2) Develop critical speaking skills essential for effective communication.	2(C)	GLE.2	0	
TN.K.2.CU.8 (CU 0001.2.8) 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.K.2.CU.1 (CU 0001.2.1) 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.K.2.CU.5 (CU 0001.2.5) Use rules for conversation (e.g., raise hands, take turns, and focus attention on speaker).	2(C)	CU.5	0	
TN.K.2.CU.5 (CU 0001.2.5) Use rules for conversation (e.g., raise hands, take turns, and focus attention on speaker).	2(C)	CU.5	0	2 = Good match, with minor aspects of the CCSS not addressed
TN.K.2.CU.8 (CU 0001.2.8) 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.K.2.CU.8 (CU 0001.2.8) 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.K.8.CU.5 (CU 0001.8.5) 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. *Relating knowledge from personal experience.	8(LI)	CU.5	0	
TN.K.7.CU.1 (CU 0001.7.1) Experience and respond to a variety of media (e.g., books, audio tapes, film).	7(M)	CU.1	0	
TN.K.2.CU.8 (CU 0001.2.8) 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.K.8.CU.5 (CU 0001.8.5) 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. *Relating knowledge from personal experience.	8(LI)	CU.5	0	
TN.K.2.CU.9 (CU 0001.2.9) 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.K.2.GLE.2 (GLE 0001.2.2) Develop critical speaking skills essential for effective communication.	2(C)	GLE.2	0	
TN.1.7.CU.4 (CU 0101.7.4) Enhance oral presentations with a visual medium.	7(M)	CU.4	-1	3 = Excellent match between the two documents
TN.K.2.GLE.2 (GLE 0001.2.2) Develop critical speaking skills essential for effective communication.	2(C)	GLE.2	0	3 = Excellent match between the two documents

TN.K.2.CU.6 (CU 0001.2.6) Speak clearly, properly, and politely; recognize the difference between formal and informal language.	2(C)	CU.6	0	
TN.4.2.CU.8 (CU 0401.2.8) Express reactions, personal experiences, and opinions orally.	2(C)	CU.8	-4	
TN.K.1.GLE.1 (GLE 0001.1.1) Demonstrate an emerging understanding of basic English usage, mechanics, spelling, and sentence structure.	1(LA)	GLE.1	0	3 = Excellent match between the two documents
TN.K.3.CU.4 (CU 0001.3.4) Create legible documents for reading by the following: forming uppercase/lowercase letters; writing from left to right/top to bottom; and tracing/reproducing letters and words correctly.	3(W)	CU.4	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	-1	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	-1	3 = Excellent match between the two documents
TN.K.2.CU.8 (CU 0001.2.8) 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.1.1.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	-1	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	-5	
TN.1.1.CU.6 (CU 0101.1.6) Understand that groups of words make sentences.	1(LA)	CU.6	-1	1 = Weak match, major aspects of the CCSS not addressed
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	-2	
TN.1.1.CU.8 (CU 0101.1.8) Identify and correctly write complete sentences.	1(LA)	CU.8	-1	
TN.K.1.CU.5 (CU 0001.1.5) Attempt to spell simple words using pre-to-early phonetic knowledge, sounds of the alphabet, and knowledge of letter names.	1(LA)	CU.5	0	3 = Excellent match between the two documents
TN.K.3.GLE.1 (GLE 0001.3.1) Use basic knowledge of simple capitalization and punctuation rules.	3(W)	GLE.1	0	
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	-1	3 = Excellent match between the two documents
TN.K.1.CU.1 (CU 0001.1.1) Recognize end punctuation marks for statements (period), questions (question mark) and emotions (exclamation mark).	1(LA)	CU.1	0	2 = Good match, with minor aspects of the CCSS not addressed
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	-1	

TN.K.1.CU.5 (CU 0001.1.5) Attempt to spell simple words using pre-to-early phonetic knowledge, sounds of the alphabet, and knowledge of letter names.	1(LA)	CU.5	0	2 = Good match, with minor aspects of the CCSS not addressed
TN.K.1.CU.5 (CU 0001.1.5) Attempt to spell simple words using pre-to-early phonetic knowledge, sounds of the alphabet, and knowledge of letter names.	1(LA)	CU.5	0	3 = Excellent match between the two documents
TN.K.1.CU.9 (CU 0001.1.9) Build vocabulary by reading, listening to, and discussing a variety of literature.	1(LA)	CU.9	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	-1	
TN.K.1.CU.8 (CU 0001.1.8) Use context clues to identify vocabulary in text.	1(LA)	CU.8	0	
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	-1	2 = Good match, with minor aspects of the CCSS not addressed

TN.3.1.SPI.16 (SPI 0301.1.16) Determine word meanings using prefixes, suffixes and/or context clues.	1(LA)	SPI.16	-3	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	-1	2 = Good match, with minor aspects of the CCSS not addressed
TN.K.1.GLE.2 (GLE 0001.1.2) Employ a variety of strategies to decode words and expand vocabulary.	1(LA)	GLE.2	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	-3	1 = Weak match, major 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	-1	2 = Good match, with minor aspects of the CCSS not addressed

Notes

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

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

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

The state standard does not specify the asking and answering of questions, but the use of a variety of strategies for dealing with an unknown word implies that the pronunciation or meaning of that word has been called into question.

The state standards for kindergarten require only that students experience various genres, not be able to recognize them. This is not specified in the state standards until grade 3.

The state standards for kindergarten require only that students experience various genres, not be able to recognize them. This is not specified in the state standards until grade 3.

The state standards for kindergarten require only that students experience various genres, not be able to recognize them. This is not specified in the state standards until grade 3.

TN standards do not require identifying the role of the author and illustrator

In the state standards, the compare and contrast aspect is not addressed until third grade.

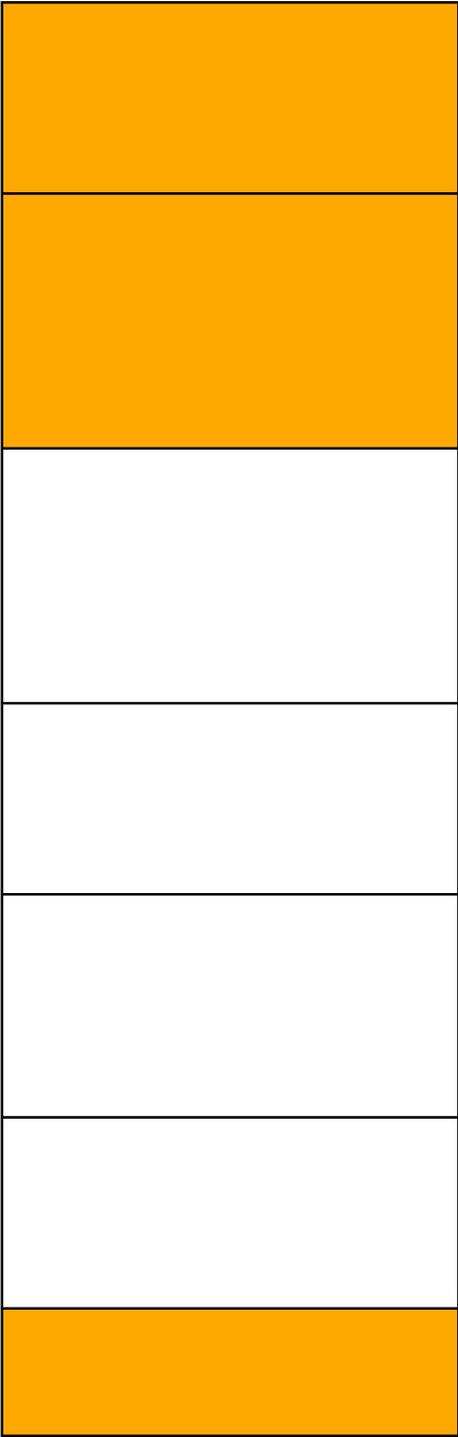
In the state standards, the compare and contrast aspect is not addressed until third grade.

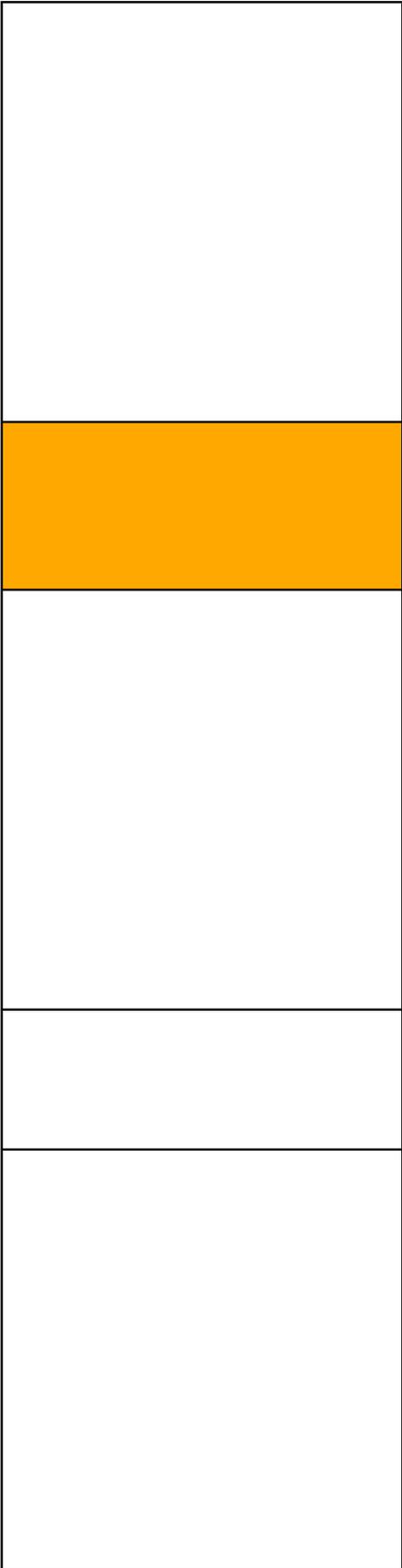
In the state standards, the compare and contrast aspect is not addressed until third grade.

grade difference

no mention of role of author or
illustrator in state standards

Core standards are more specific

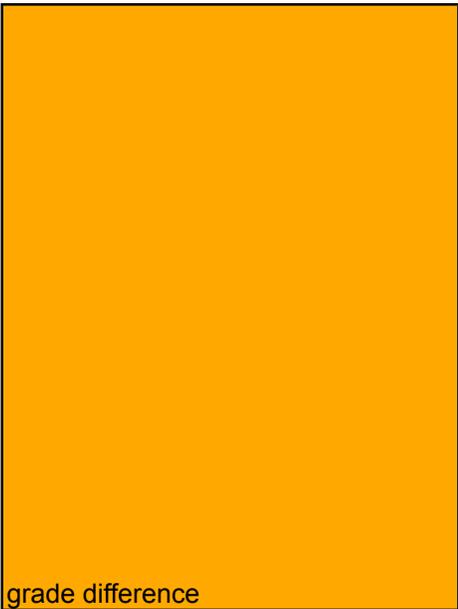




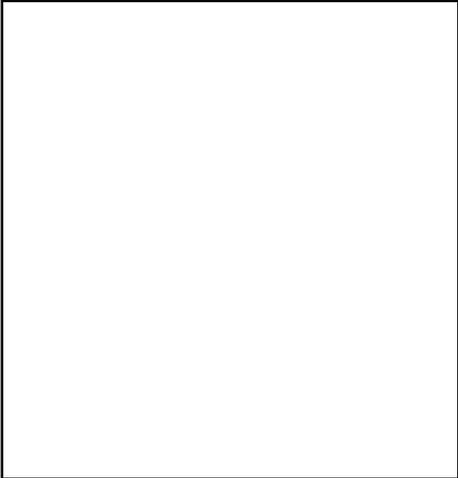
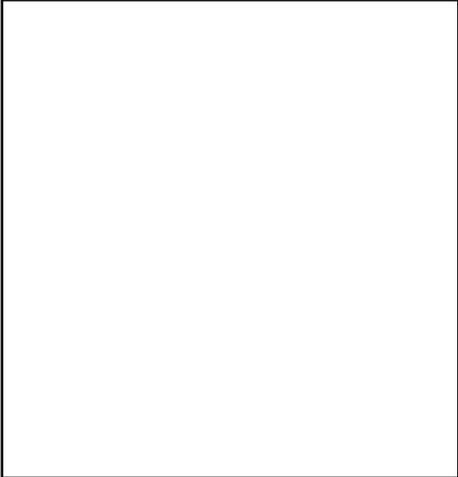
--

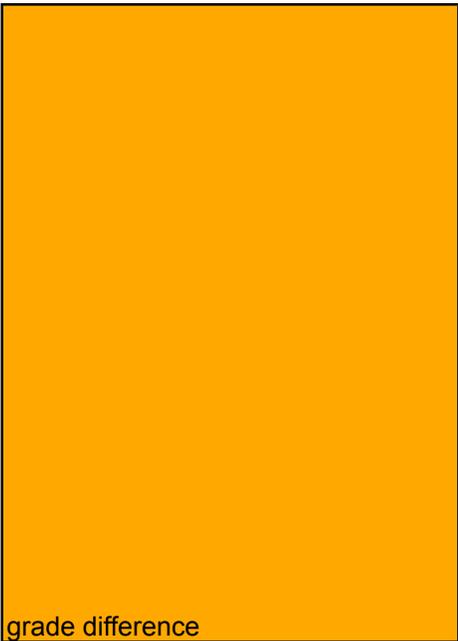
--

Students are asked to segment, but not isolate phonemes.
--

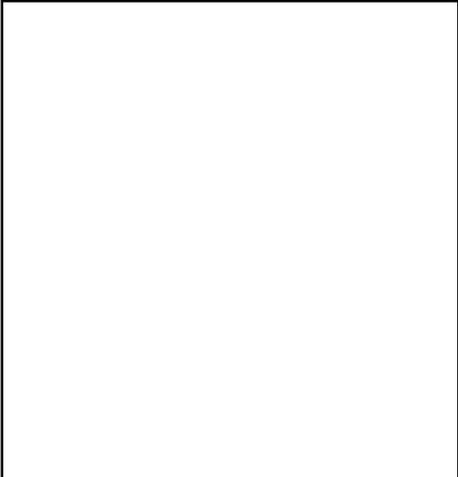


grade difference





grade difference



grade difference

grade difference

no specific mention of "multiple exchanges"
no specific mention of "multiple exchanges"

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

grade difference

grade level difference is significant

grade level difference is significant
grade difference

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

