

# **R. E. Stevenson Elementary**

**Russellville Independent School District**

**Russellville, KY**



## **Tracking Guide**

**K-5 English-Language Arts Curriculum**

**2016-17**

**2016-17 Kindergarten ELA Tracking**

1-Qu	2-Qu	3-Qu	4-Qu	Domain	Standard #	Content Cluster	Kentucky Core Academic English Language Arts Standards	Date Taught	Date Re-taught	Date Reviewed	Date Assessed	Date Re-assessed
X				0	0	N/A	Procedures & Expectations (Aug 4-10)					
X	X		X	K.L	1	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
	X	X	X	K.L	2	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					
				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.					
	X		X	K.L	5	Vocabulary Acquisition and Use	With guidance and support from adults, explore word relationships and nuances in word meanings.					
X	X	X	X	K.L	6	Vocabulary Acquisition and Use	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.					
X			X	K.L	1.a	Conventions of Standard English	Print many upper- and lowercase letters.					

**2016-17 Kindergarten ELA Tracking**

1-Qu	2-Qu	3-Qu	4-Qu	Domain	Standard #	Content Cluster	Kentucky Core Academic English Language Arts Standards	Date Taught	Date Re-taught	Date Reviewed	Date Assessed	Date Re-assessed
X	X		X	K.L	1.b	Conventions of Standard English	Use frequently occurring nouns and verbs.					
	X		X	K.L	1.c	Conventions of Standard English	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).					
			X	K.L	1.d	Conventions of Standard English	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).					
			X	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).					
		X	X	K.L	1.f	Conventions of Standard English	Produce and expand complete sentences in shared language activities.					
		X	X	K.L	2.a	Conventions of Standard English	Capitalize the first word in a sentence and the pronoun I.					
		X	X	K.L	2.b	Conventions of Standard English	Recognize and name end punctuation.					

**2016-17 Kindergarten ELA Tracking**

1-Qu	2-Qu	3-Qu	4-Qu	Domain	Standard #	Content Cluster	Kentucky Core Academic English Language Arts Standards	Date Taught	Date Re-taught	Date Reviewed	Date Assessed	Date Re-assessed
				K.L	2.c	Conventions of Standard English	Write a letter or letters for most consonant and short-vowel sounds (phonemes).					
				K.L	2.d	Conventions of Standard English	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.					
				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).					
	X			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.					
X		X	X	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.					
	X		X	K.L	5.b	Vocabulary Acquisition and Use	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).					
X	X	X		K.L	5.c	Vocabulary Acquisition and Use	Identify real-life connections between words and their use (e.g., note places at school that are colorful).					

**2016-17 Kindergarten ELA Tracking**

1-Qu	2-Qu	3-Qu	4-Qu	Domain	Standard #	Content Cluster	Kentucky Core Academic English Language Arts Standards	Date Taught	Date Re-taught	Date Reviewed	Date Assessed	Date Re-assessed
	X			K.L	5.d	Vocabulary Acquisition and Use	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.					
X				K.R.F	1	Print Concepts	Demonstrate understanding of the organization and basic features of print.					
X	X		X	K.R.F	2	Phonological Awareness	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).					
	X	X	X	K.R.F	3	Phonics and Word Recognition	Know and apply grade-level phonics and word analysis skills in decoding words.					
				K.R.F	4	Fluency	Read emergent-reader texts with purpose and understanding.					
X				K.R.F	1.a	Print Concepts	Follow words from left to right, top to bottom, and page by page.					
	X	X		K.R.F	1.b	Print Concepts	Recognize that spoken words are represented in written language by specific sequences of letters.					

**2016-17 Kindergarten ELA Tracking**

1-Qu	2-Qu	3-Qu	4-QU	Domain	Standard #	Content Cluster	Kentucky Core Academic English Language Arts Standards	Date Taught	Date Re-taught	Date Reviewed	Date Assessed	Date Re-assessed
				K.R.F	1.c	Print Concepts	Understand that words are separated by spaces in print.					
X				K.R.F	1.d	Print Concepts	Recognize and name all upper- and lowercase letters of the alphabet.					
X	X	X	X	K.R.F	2.a	Phonological Awareness	Recognize and produce rhyming words.					
X			X	K.R.F	2.b	Phonological Awareness	Count, pronounce, blend, and segment syllables in spoken words.					
X	X	X		K.R.F	2.c	Phonological Awareness	Blend and segment onsets and rimes of single-syllable spoken words.					
X	X	X	X	K.R.F	2.d	Phonological Awareness	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/.)					
X	X	X	X	K.R.F	2.e	Phonological Awareness	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.					

**2016-17 Kindergarten ELA Tracking**

1-Qu	2-Qu	3-Qu	4-Qu	Domain	Standard #	Content Cluster	Kentucky Core Academic English Language Arts Standards	Date Taught	Date Re-taught	Date Reviewed	Date Assessed	Date Re-assessed
X	X	X	X	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.					
	X		X	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.					
X	X	X	X	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).					
	X			K.R.F	3.d	Phonics and Word Recognition	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.					
	X	X	X	K.R.I	1	Key Ideas and Details	With prompting and support, ask and answer questions about key details in a text.					
	X		X	K.R.I	2	Key Ideas and Details	With prompting and support, identify the main topic and retell key details of a text.					
	X		X	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.R.I	4	Craft and Structure	With prompting and support, ask and answer questions about unknown words in a text.					

**2016-17 Kindergarten ELA Tracking**

1-Qu	2-Qu	3-Qu	4-Qu	Domain	Standard #	Content Cluster	Kentucky Core Academic English Language Arts Standards	Date Taught	Date Re-taught	Date Reviewed	Date Assessed	Date Re-assessed
				K.R.I	5	Craft and Structure	Identify the front cover, back cover, and title page of a book.					
				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.					
X	X			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).					
			X	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.					
	X			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).					
			X	K.R.I	10	Range of Reading and Level of Text Complexity	Actively engage in group reading activities with purpose and understanding.					
	X	X	X	K.R.L	1	Key Ideas and Details	With prompting and support, ask and answer questions about key details in a text.					



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1-Qu	2-Qu	3-Qu	4-Qu	Domain	Standard #	Content Cluster	Kentucky Core Academic English Language Arts Standards	Date Taught	Date Re-taught	Date Reviewed	Date Assessed	Date Re-assessed
X	X	X		K.R.L	2	Key Ideas and Details	With prompting and support, retell familiar stories, including key details.					
X	X	X	X	K.R.L	3	Key Ideas and Details	With prompting and support, identify characters, settings, and major events in a story.					
				K.R.L	4	Craft and Structure	Ask and answer questions about unknown words in a text.					
	X	X	X	K.R.L	5	Craft and Structure	Recognize common types of texts (e.g., storybooks, poems).					
		X		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.					
		X		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).					
	X			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.					

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1-Qu	2-Qu	3-Qu	4-Qu	Domain	Standard #	Content Cluster	Kentucky Core Academic English Language Arts Standards	Date Taught	Date Re-taught	Date Reviewed	Date Assessed	Date Re-assessed
		X		K.R.L	10	Range of Reading and Level of Text Complexity	Actively engage in group reading activities with purpose and understanding.					
	X	X	X	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.					
	X	X	X	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.					
X	X		X	K.SL	3	Comprehension and Collaboration	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.					
X	X	X		K.SL	4	Presentation of Knowledge and Ideas	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.					
				K.SL	5	Presentation of Knowledge and Ideas	Add drawings or other visual displays to descriptions as desired to provide additional detail.					
				K.SL	6	Presentation of Knowledge and Ideas	Speak audibly and express thoughts, feelings, and ideas clearly.					

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1-Qu	2-Qu	3-Qu	4-Qu	Domain	Standard #	Content Cluster	Kentucky Core Academic English Language Arts Standards	Date Taught	Date Re-taught	Date Reviewed	Date Assessed	Date Re-assessed
X	X	X	X	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).					
	X	X	X	K.SL	1.b	Comprehension and Collaboration	Continue a conversation through multiple exchanges.					
	X			K.W	1	Text Types and Purposes	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or					
X	X	X	X	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.					
X	X	X	X	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.					
X	X	X	X	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.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.					

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	X	X	X	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).					
	X	X	X	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.					

**2016-17 1st Grade ELA Tracking**

1-Qu	2-Qu	3-Qu	4-QU	Domain	Standard #	Content Cluster	Kentucky Core Academic English Language Arts Standards	Date Taught	Date Re-taught	Date Reviewed	Date Assessed	Date Re-assessed
X				0	0	N/A	Procedures & Expectations; Administer Reading Street Baseline Group Test, etc.					
	X	X	X	1.L	1	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
		X		1.L	1.a	Conventions of Standard English	Print all upper- and lowercase letters.					
X	X	X		1.L	1.b	Conventions of Standard English	Use common, proper, and possessive nouns.					
X		X		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).					
			X	1.L	1.d	Conventions of Standard English	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).					
X		X		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).					
X		X	X	1.L	1.f	Conventions of Standard English	Use frequently occurring adjectives.					
				1.L	1.g	Conventions of Standard English	Use frequently occurring conjunctions (e.g., and, but, or, so, because).					
			X	1.L	1.h	Conventions of Standard English	Use determiners (e.g., articles, demonstratives).					
			X	1.L	1.i	Conventions of Standard English	Use frequently occurring prepositions (e.g., during, beyond, toward).					
X	X	X	X	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.					

**2016-17 1st Grade ELA Tracking**

1-Qu	2-Qu	3-Qu	4-Qu	Domain	Standard #	Content Cluster	Kentucky Core Academic English Language Arts Standards	Date Taught	Date Re-taught	Date Reviewed	Date Assessed	Date Re-assessed
X	X	X	X	1.L	2	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					
	X			1.L	2.a	Conventions of Standard English	Capitalize dates and names of people.					
X	X			1.L	2.b	Conventions of Standard English	Use end punctuation for sentences.					
				1.L	2.c	Conventions of Standard English	Use commas in dates and to separate single words in a series.					
	X	X	X	1.L	2.d	Conventions of Standard English	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.					
	X	X		1.L	2.e	Conventions of Standard English	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.					
				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.L	4.a	Vocabulary Acquisition and Use	Use sentence-level context as a clue to the meaning of a word or phrase.					
			X	1.L	4.b	Vocabulary Acquisition and Use	Use frequently occurring affixes as a clue to the meaning of a word.					
				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.L	5	Vocabulary Acquisition and Use	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.					

**2016-17 1st Grade ELA Tracking**

1-Qu	2-Qu	3-Qu	4-Qu	Domain	Standard #	Content Cluster	Kentucky Core Academic English Language Arts Standards	Date Taught	Date Re-taught	Date Reviewed	Date Assessed	Date Re-assessed
				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.L	5.b	Vocabulary Acquisition and Use	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).					
X	X	X	X	1.L	5.c	Vocabulary Acquisition and Use	Identify real-life connections between words and their use (e.g., note places at home that are cozy).					
		X		1.L	5.d	Vocabulary Acquisition and Use	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.					
				1.L	6	Vocabulary Acquisition and Use	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).					
				1.R.F	1	R.F.1 Print Concepts	Demonstrate understanding of the organization and basic features of print.					
				1.R.F	1.a	R.F.1.a Print Concepts	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).					
X				1.R.F	2	Phonological Awareness	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).					
		X	X	1.R.F	2.a	Phonological Awareness	Distinguish long from short vowel sounds in spoken single-syllable words.					

**2016-17 1st Grade ELA Tracking**

1-Qu	2-Qu	3-Qu	4-Qu	Domain	Standard #	Content Cluster	Kentucky Core Academic English Language Arts Standards	Date Taught	Date Re-taught	Date Reviewed	Date Assessed	Date Re-assessed
X	X	X	X	1.R.F	2.b	Phonological Awareness	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.					
X	X	X	X	1.R.F	2.c	Phonological Awareness	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.					
X	X	X	X	1.R.F	2.d	Phonological Awareness	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).					
X	X	X	X	1.R.F	3	Phonics and Word Recognition	Know and apply grade-level phonics and word analysis skills in decoding words.					
	X	X	X	1.R.F	3.a	Phonics and Word Recognition	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).					
X	X	X	X	1.R.F	3.b	Phonics and Word Recognition	Decode regularly spelled one-syllable words.					
	X	X	X	1.R.F	3.c	Phonics and Word Recognition	Know final -e and common vowel team conventions for representing long vowel sounds.					
		X		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.					
		X	X	1.R.F	3.e	Phonics and Word Recognition	Decode two-syllable words following basic patterns by breaking the words into syllables.					
	X	X	X	1.R.F	3.f	Phonics and Word Recognition	Read words with inflectional endings.					



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X	X	X	X	1.R.F	3.g	Phonics and Word Recognition	Recognize and read grade-appropriate irregularly spelled words.					
	X			1.R.F	4	Fluency	Read with sufficient accuracy and fluency to support comprehension.					
				1.R.F	4.a	Fluency	Read grade-level text with purpose and understanding.					
	X	X	X	1.R.F	4.b	Fluency	Read grade-level text orally with accuracy, appropriate rate, and expression.					
				1.R.F	4.c	Fluency	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.					
				1.R.I	1	Key Ideas and Details	Ask and answer questions about key details in a text.					
				1.R.I	10	Range of Reading and Level of Text Complexity	With prompting and support, read informational texts appropriately complex for grade 1.					
	X	X	X	1.R.I	2	Key Ideas and Details	Identify the main topic and retell key details of a text.					
	X	X	X	1.R.I	3	Key Ideas and Details	Describe the connection between two individuals, events, ideas, or pieces of information in a text.					
				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.					
			X	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.					

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				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.					
		X	X	1.R.I	7	Integration of Knowledge and Ideas	Use the illustrations and details in a text to describe its key ideas.					
	X	X		1.R.I	8	Integration of Knowledge and Ideas	Identify the reasons an author gives to support points in a text.					
				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).					
	X	X	X	1.R.L	1	Key Ideas and Details	Ask and answer questions about key details in a text.					
		X	X	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.					
	X	X	X	1.R.L	2	Key Ideas and Details	Retell stories, including key details, and demonstrate understanding of their central message or lesson.					
X	X	X	X	1.R.L	3	Key Ideas and Details	Describe characters, settings, and major events in a story, using key details.					
			X	1.R.L	4	Craft and Structure	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.					
X	X			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.					

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				1.R.L	6	Craft and Structure	Identify who is telling the story at various points in a text.					
	X	X		1.R.L	7	Integration of Knowledge and Ideas	Use illustrations and details in a story to describe its characters, setting, or events.					
		X		1.R.L	9	Integration of Knowledge and Ideas	Compare and contrast the adventures and experiences of characters in stories.					
X	X		X	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.					
X	X	X	X	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).					
	X			1.SL	1.b	Comprehension and Collaboration	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.					
X	X			1.SL	1.c	Comprehension and Collaboration	Ask questions to clear up any confusion about the topics and texts under discussion.					
X		X	X	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.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.					
X	X	X	X	1.SL	4	Presentation of Knowledge and Ideas	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.					

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				1.SL	5	Presentation of Knowledge and Ideas	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.					
X				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.)					
		X	X	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.					
	X	X	X	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.					
	X	X	X	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.					
	X	X	X	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.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.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).					

**2016-17 1st Grade ELA Tracking**

1-Qu	2-Qu	3-Qu	4-QU	Domain	Standard #	Content Cluster	Kentucky Core Academic Enligh Languate Arts Standards	Date Taught	Date Re-taught	Date Reviewed	Date Assessed	Date Re-assessed
				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.					

**2016-17 2nd Grade ELA Tracking**

1-Qu	2-Qu	3-Qu	4-Qu	Domain	Standard #	Content Cluster	Kentucky Core Academic English Language Arts Standards	Date Taught	Date Re-taught	Date Reviewed	Date Assessed	Date Re-assessed
X				0	0	N/A	Procedures & Expectations; Administer Reading Street Baseline Group Test, etc.					
X	X	X	X	2.L	1	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
	X			2.L	1.a	Conventions of Standard English	Use collective nouns (e.g., group).					
	X			2.L	1.b	Conventions of Standard English	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).					
				2.L	1.c	Conventions of Standard English	Use reflexive pronouns (e.g., myself, ourselves).					
	X	X		2.L	1.d	Conventions of Standard English	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).					
X		X		2.L	1.e	Conventions of Standard English	Use adjectives and adverbs, and choose between them depending on what is to be modified.					
X	X	X	X	2.L	1.f	Conventions of Standard English	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).					
X	X	X	X	2.L	2	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					
	X		X	2.L	2.a	Conventions of Standard English	Capitalize holidays, product names, and geographic names.					
	X	X		2.L	2.b	Conventions of Standard English	Use commas in greetings and closings of letters.					
	X		X	2.L	2.c	Conventions of Standard English	Use an apostrophe to form contractions and frequently occurring possessives.					

**2016-17 2nd Grade ELA Tracking**

1-Qu	2-Qu	3-Qu	4-QU	Domain	Standard #	Content Cluster	Kentucky Core Academic English Language Arts Standards	Date Taught	Date Re-taught	Date Reviewed	Date Assessed	Date Re-assessed
				2.L	2.d	Conventions of Standard English	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).					
		X	X	2.L	2.e	Conventions of Standard English	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings					
				2.L	3	Knowledge of Language	Use knowledge of language and its conventions when writing, speaking, reading, or listening.					
			X	2.L	3.a	Knowledge of Language	Compare formal and informal uses of English.					
X		X	X	2.L	4	Vocabulary Acquisition and Use	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.					
		X	X	2.L	4.a	Vocabulary Acquisition and Use	Use sentence-level context as a clue to the meaning of a word or phrase.					
		X		2.L	4.b	Vocabulary Acquisition and Use	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).					
		X	X	2.L	4.c	Vocabulary Acquisition and Use	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).					
	X		X	2.L	4.d	Vocabulary Acquisition and Use	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).					
		X	X	2.L	4.e	Vocabulary Acquisition and Use	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.					

**2016-17 2nd Grade ELA Tracking**

1-Qu	2-Qu	3-Qu	4-Qu	Domain	Standard #	Content Cluster	Kentucky Core Academic English Language Arts Standards	Date Taught	Date Re-taught	Date Reviewed	Date Assessed	Date Re-assessed
		X	X	2.L	5	Vocabulary Acquisition and Use	Demonstrate understanding of word relationships and nuances in word meanings.					
X		X	X	2.L	5.a	Vocabulary Acquisition and Use	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).					
	X	X		2.L	5.b	Vocabulary Acquisition and Use	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).					
X	X	X	X	2.L	6	Vocabulary Acquisition and Use	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).					
X	X	X	X	2.R.F	3	Phonics and Word Recognition	Know and apply grade-level phonics and word analysis skills in decoding words.					
X	X			2.R.F	3.a	Phonics and Word Recognition	Distinguish long and short vowels when reading regularly spelled one-syllable words.					
X	X	X	X	2.R.F	3.b	Phonics and Word Recognition	Know spelling-sound correspondences for additional common vowel teams.					
	X	X		2.R.F	3.c	Phonics and Word Recognition	Decode regularly spelled two-syllable words with long vowels.					
		X	X	2.R.F	3.d	Phonics and Word Recognition	Decode words with common prefixes and suffixes.					



**2016-17 2nd Grade ELA Tracking**

1-Qu	2-Qu	3-Qu	4-Qu	Domain	Standard #	Content Cluster	Kentucky Core Academic English Language Arts Standards	Date Taught	Date Re-taught	Date Reviewed	Date Assessed	Date Re-assessed
	X		X	2.R.F	3.e	Phonics and Word Recognition	Identify words with inconsistent but common spelling-sound correspondences.					
X	X	X	X	2.R.F	3.f	Phonics and Word Recognition	Recognize and read grade-appropriate irregularly spelled words.					
X	X	X		2.R.F	4	Fluency	Read with sufficient accuracy and fluency to support comprehension.					
	X	X	X	2.R.F	4.a	Fluency	Read grade-level text with purpose and understanding.					
X	X	X	X	2.R.F	4.b	Fluency	Read grade-level text orally with accuracy, appropriate rate, and expression.					
		X	X	2.R.F	4.c	Fluency	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.					
X	X	X	X	2.R.I	1	Key Ideas and Details	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.					
				2.R.I	10	Range of Reading and Level of Text Complexity	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.					
X		X	X	2.R.I	2	Key Ideas and Details	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.					
		X	X	2.R.I	3	Key Ideas and Details	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.					

**2016-17 2nd Grade ELA Tracking**

1-Qu	2-Qu	3-Qu	4-Qu	Domain	Standard #	Content Cluster	Kentucky Core Academic English Language Arts Standards	Date Taught	Date Re-taught	Date Reviewed	Date Assessed	Date Re-assessed
X	X			2.R.I	4	Craft and Structure	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.					
	X	X		2.R.I	5	Craft and Structure	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.					
	X	X	X	2.R.I	6	Craft and Structure	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.					
		X	X	2.R.I	7	Integration of Knowledge and Ideas	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.					
		X		2.R.I	8	Integration of Knowledge and Ideas	Describe how reasons support specific points the author makes in a text.					
				2.R.I	9	Integration of Knowledge and Ideas	Compare and contrast the most important points presented by two texts on the same topic.					
	X	X	X	2.R.L	1	Key Ideas and Details	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.					
				2.R.L	10	Range of Reading and Level of Text Complexity	By the end of the year, read and comprehend literature, including prose and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.					
X	X	X		2.R.L	2	Key Ideas and Details	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.					

**2016-17 2nd Grade ELA Tracking**

1-Qu	2-Qu	3-Qu	4-Qu	Domain	Standard #	Content Cluster	Kentucky Core Academic English Language Arts Standards	Date Taught	Date Re-taught	Date Reviewed	Date Assessed	Date Re-assessed
X	X		X	2.R.L	3	Key Ideas and Details	Describe how characters in a story respond to major events and challenges.					
			X	2.R.L	4	Craft and Structure	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.					
	X	X	X	2.R.L	5	Craft and Structure	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.					
	X			2.R.L	6	Craft and Structure	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.					
	X	X		2.R.L	7	Integration of Knowledge and Ideas	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.					
	X			2.R.L	9	Integration of Knowledge and Ideas	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.					
X	X	X	X	2.SL	1	Comprehension and Collaboration	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.					
X	X	X	X	2.SL	1.a	Comprehension and Collaboration	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).					
				2.SL	1.b	Comprehension and Collaboration	Build on others' talk in conversations by linking their comments to the remarks of others.					

**2016-17 2nd Grade ELA Tracking**

1-Qu	2-Qu	3-Qu	4-Qu	Domain	Standard #	Content Cluster	Kentucky Core Academic English Language Arts Standards	Date Taught	Date Re-taught	Date Reviewed	Date Assessed	Date Re-assessed
				2.SL	1.c	Comprehension and Collaboration	Ask for clarification and further explanation as needed about the topics and texts under discussion.					
	X	X	X	2.SL	2	Comprehension and Collaboration	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.					
	X		X	2.SL	3	Comprehension and Collaboration	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.					
X	X	X	X	2.SL	4	Presentation of Knowledge and Ideas	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.					
				2.SL	5	Presentation of Knowledge and Ideas	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.					
X	X		X	2.SL	6	Presentation of Knowledge and Ideas	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 26 for specific expectations.)					
		X	X	2.W	1	Text Types and Purposes	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.					

**2016-17 2nd Grade ELA Tracking**

1-Qu	2-Qu	3-Qu	4-Qu	Domain	Standard #	Content Cluster	Kentucky Core Academic English Language Arts Standards	Date Taught	Date Re-taught	Date Reviewed	Date Assessed	Date Re-assessed
X	X	X	X	2.W	2	Text Types and Purposes	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.					
X	X	X	X	2.W	3	Text Types and Purposes	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.					
X		X		2.W	5	Production and Distribution of Writing	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.					
				2.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.					
X	X			2.W	7	Research to Build and Present Knowledge	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).					
			X	2.W	8	Research to Build and Present Knowledge	Recall information from experiences or gather information from provided sources to answer a question.					

**2016-17 3rd Grade ELA Tracking**

1-Qu	2-Qu	3-Qu	4-Qu	Domain	Standard #	Content Cluster	Kentucky Core Academic English Language Arts Standards	Date Taught	Date Re-taught	Date Reviewed	Date Assessed	Date Re-assessed
X				0	0	N/A	Procedures & Expectations; Administer Reading Street Baseline Group Test, etc.					
X	X	X	X	3.L	1	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
X	X	X	X	3.L	1.a	Conventions of Standard English	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.					
	X	X		3.L	1.b	Conventions of Standard English	Form and use regular and irregular plural nouns.					
				3.L	1.c	Conventions of Standard English	Use abstract nouns (e.g., childhood).					
	X			3.L	1.d	Conventions of Standard English	Form and use regular and irregular verbs.					
	X	X		3.L	1.e	Conventions of Standard English	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.					
X	X	X		3.L	1.f	Conventions of Standard English	Ensure subject-verb and pronoun-antecedent agreement.*					
		X		3.L	1.g	Conventions of Standard English	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.					
			X	3.L	1.h	Conventions of Standard English	Use coordinating and subordinating conjunctions.					
X	X	X	X	3.L	1.i	Conventions of Standard English	Produce simple, compound, and complex sentences.					
X		X	X	3.L	2	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					

**2016-17 3rd Grade ELA Tracking**

1-Qu	2-Qu	3-Qu	4-Qu	Domain	Standard #	Content Cluster	Kentucky Core Academic English Language Arts Standards	Date Taught	Date Re-taught	Date Reviewed	Date Assessed	Date Re-assessed
				3.L	2.a	Conventions of Standard English	Capitalize appropriate words in titles.					
			X	3.L	2.b	Conventions of Standard English	Use commas in addresses.					
			X	3.L	2.c	Conventions of Standard English	Use commas and quotation marks in dialogue.					
	X			3.L	2.d	Conventions of Standard English	Form and use possessives.					
X	X	X	X	3.L	2.e	Conventions of Standard English	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).					
X	X	X	X	3.L	2.f	Conventions of Standard English	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.					
				3.L	2.g	Conventions of Standard English	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.					
X		X	X	3.L	3	Knowledge of Language	Use knowledge of language and its conventions when writing, speaking, reading, or listening.					
X	X	X	X	3.L	3.a	Knowledge of Language	Choose words and phrases for effect.*					
				3.L	3.b	Knowledge of Language	Recognize and observe differences between the conventions of spoken and written standard English.					
X	X	X	X	3.L	4	Vocabulary Acquisition and Use	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.					

**2016-17 3rd Grade ELA Tracking**

1-Qu	2-Qu	3-Qu	4-QU	Domain	Standard #	Content Cluster	Kentucky Core Academic English Language Arts Standards	Date Taught	Date Re-taught	Date Reviewed	Date Assessed	Date Re-assessed
X	X	X	X	3.L	4.a	Vocabulary Acquisition and Use	Use sentence-level context as a clue to the meaning of a word or phrase.					
	X		X	3.L	4.b	Vocabulary Acquisition and Use	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).					
X	X			3.L	4.c	Vocabulary Acquisition and Use	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).					
X	X	X	X	3.L	4.d	Vocabulary Acquisition and Use	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.					
X	X	X	X	3.L	5	Vocabulary Acquisition and Use	Demonstrate understanding of word relationships and nuances in word meanings.					
				3.L	5.a	Vocabulary Acquisition and Use	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).					
				3.L	5.b	Vocabulary Acquisition and Use	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).					
X		X		3.L	5.c	Vocabulary Acquisition and Use	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).					



**2016-17 3rd Grade ELA Tracking**

1-Qu	2-Qu	3-Qu	4-QU	Domain	Standard #	Content Cluster	Kentucky Core Academic English Language Arts Standards	Date Taught	Date Re-taught	Date Reviewed	Date Assessed	Date Re-assessed
X	X	X	X	3.L	6	Vocabulary Acquisition and Use	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).					
X	X	X	X	3.R.F	3	Phonics and Word Recognition	Know and apply grade-level phonics and word analysis skills in decoding words.					
X	X	X	X	3.R.F	3.a	Phonics and Word Recognition	Identify and know the meaning of the most common prefixes and derivational suffixes.					
			X	3.R.F	3.b	Phonics and Word Recognition	Decode words with common Latin suffixes.					
X		X		3.R.F	3.c	Phonics and Word Recognition	Decode multisyllable words.					
	X	X		3.R.F	3.d	Phonics and Word Recognition	Read grade-appropriate irregularly spelled words.					
X	X	X	X	3.R.F	4	Fluency	Read with sufficient accuracy and fluency to support comprehension.					
X	X			3.R.F	4.a	Fluency	Read grade-level text with purpose and understanding.					
X	X	X		3.R.F	4.b	Fluency	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.					
X	X	X		3.R.F	4.c	Fluency	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.					

**2016-17 3rd Grade ELA Tracking**

1-Qu	2-Qu	3-Qu	4-Qu	Domain	Standard #	Content Cluster	Kentucky Core Academic English Language Arts Standards	Date Taught	Date Re-taught	Date Reviewed	Date Assessed	Date Re-assessed
X	X	X	X	3.R.I	1	Key Ideas and Details	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.					
		X		3.R.I	10	Range of Reading and Level of Text Complexity	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.					
X	X	X	X	3.R.I	2	Key Ideas and Details	Determine the main idea of a text; recount the key details and explain how they support the main idea.					
X	X	X	X	3.R.I	3	Key Ideas and Details	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.					
				3.R.I	4	Craft and Structure	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.					
X	X	X		3.R.I	5	Craft and Structure	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.					
		X	X	3.R.I	6	Craft and Structure	Distinguish their own point of view from that of the author of a text.					
	X	X	X	3.R.I	7	Integration of Knowledge and Ideas	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).					

**2016-17 3rd Grade ELA Tracking**

1-Qu	2-Qu	3-Qu	4-Qu	Domain	Standard #	Content Cluster	Kentucky Core Academic English Language Arts Standards	Date Taught	Date Re-taught	Date Reviewed	Date Assessed	Date Re-assessed
X	X			3.R.I	8	Integration of Knowledge and Ideas	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).					
				3.R.I	9	Integration of Knowledge and Ideas	Compare and contrast the most important points and key details presented in two texts on the same topic.					
X	X	X	X	3.R.L	1	Key Ideas and Details	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.					
				3.R.L	10	Range of Reading and Complexity of Text	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.					
X	X	X	X	3.R.L	2	Key Ideas and Details	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.					
X		X	X	3.R.L	3	Key Ideas and Details	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.					
				3.R.L	4	Craft and Structure	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.					
X				3.R.L	5	Craft and Structure	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.					

**2016-17 3rd Grade ELA Tracking**

1-Qu	2-Qu	3-Qu	4-Qu	Domain	Standard #	Content Cluster	Kentucky Core Academic English Language Arts Standards	Date Taught	Date Re-taught	Date Reviewed	Date Assessed	Date Re-assessed
	X			3.R.L	6	Craft and Structure	Distinguish their own point of view from that of the narrator or those of the characters.					
X	X			3.R.L	7	Integration of Knowledge and Ideas	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).					
				3.R.L	9	Integration of Knowledge and Ideas	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).					
X				3.SL	1	Comprehension and Collaboration	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.					
X		X		3.SL	1.a	Comprehension and Collaboration	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.					
X	X	X		3.SL	1.b	Comprehension and Collaboration	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).					
	X			3.SL	1.c	Comprehension and Collaboration	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.					
				3.SL	1.d	Comprehension and Collaboration	Explain their own ideas and understanding in light of the discussion.					

**2016-17 3rd Grade ELA Tracking**

1-Qu	2-Qu	3-Qu	4-Qu	Domain	Standard #	Content Cluster	Kentucky Core Academic English Language Arts Standards	Date Taught	Date Re-taught	Date Reviewed	Date Assessed	Date Re-assessed
				3.SL	2	Comprehension and Collaboration	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.					
			X	3.SL	3	Comprehension and Collaboration	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.					
X	X	X	X	3.SL	4	Presentation of Knowledge and Ideas	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.					
				3.SL	5	Presentation of Knowledge and Ideas	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.					
	X		X	3.SL	6	Presentation of Knowledge and Ideas	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 26 for specific expectations.)					
		X		3.W	1	Text Types and Purposes	Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.					
	X	X		3.W	1.a	Text Types and Purposes	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.					
	X	X		3.W	1.b	Text Types and Purposes	Provide reasons that support the opinion.					

**2016-17 3rd Grade ELA Tracking**

1-Qu	2-Qu	3-Qu	4-Qu	Domain	Standard #	Content Cluster	Kentucky Core Academic English Language Arts Standards	Date Taught	Date Re-taught	Date Reviewed	Date Assessed	Date Re-assessed
				3.W	1.c	Text Types and Purposes	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.					
				3.W	1.d	Text Types and Purposes	Provide a concluding statement or section.					
				3.W	10	Range of Writing	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.					
X	X	X		3.W	2	Text Types and Purposes	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.					
X	X	X	X	3.W	2.a	Text Types and Purposes	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.					
X	X	X	X	3.W	2.b	Text Types and Purposes	Develop the topic with facts, definitions, and details.					
				3.W	2.c	Text Types and Purposes	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.					
				3.W	2.d	Text Types and Purposes	Provide a concluding statement or section.					
X	X	X	X	3.W	3	Text Types and Purposes	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.					
X	X	X	X	3.W	3.a	Text Types and Purposes	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.					

**2016-17 3rd Grade ELA Tracking**

1-Qu	2-Qu	3-Qu	4-Qu	Domain	Standard #	Content Cluster	Kentucky Core Academic English Language Arts Standards	Date Taught	Date Re-taught	Date Reviewed	Date Assessed	Date Re-assessed
	X	X	X	3.W	3.b	Text Types and Purposes	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.					
X	X	X		3.W	3.c	Text Types and Purposes	Use temporal words and phrases to signal event order.					
				3.W	3.d	Text Types and Purposes	Provide a sense of closure.					
	X	X	X	3.W	4	Production and Distribution of Writing	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)					
X		X		3.W	5	Production and Distribution of Writing	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on page 29.)					
				3.W	6	Production and Distribution of Writing	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.					
X				3.W	7	Research to Build and Present Knowledge	Conduct short research projects that build knowledge about a topic.					

**2016-17 3rd Grade ELA Tracking**

1-Qu	2-Qu	3-Qu	4-QU	Domain	Standard #	Content Cluster	Kentucky Core Academic Enligh Languate Arts Standards	Date Taught	Date Re-taught	Date Reviewed	Date Assessed	Date Re-assessed
			X	3.W	8	Research to Build and Present Knowledge	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.					



**2016-17 4th Grade ELA Tracking**

1-Qu	2-Qu	3-Qu	4-Qu	Domain	Standard #	Content Cluster	Kentucky Core Academic English Language Arts Standards	Date Taught	Date Re-taught	Date Reviewed	Date Assessed	Date Re-assessed
X				0	0	N/A	Procedures & Expectations; Administer Reading Street Baseline Group Test, etc.					
X	X	X	X	4.L	1	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
				4.L	1.a	Conventions of Standard English	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).					
	X			4.L	1.b	Conventions of Standard English	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.					
				4.L	1.c	Conventions of Standard English	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.					
		X		4.L	1.d	Conventions of Standard English	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).					
			X	4.L	1.e	Conventions of Standard English	Form and use prepositional phrases.					
X	X	X	X	4.L	1.f	Conventions of Standard English	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*					
	X	X		4.L	1.g	Conventions of Standard English	Correctly use frequently confused words (e.g., to, too, two; there, their).*					
X	X		X	4.L	2	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					
X			X	4.L	2.a	Conventions of Standard English	Use correct capitalization.					
			X	4.L	2.b	Conventions of Standard English	Use commas and quotation marks to mark direct speech and quotations from a text.					

**2016-17 4th Grade ELA Tracking**

1-Qu	2-Qu	3-Qu	4-Qu	Domain	Standard #	Content Cluster	Kentucky Core Academic English Language Arts Standards	Date Taught	Date Re-taught	Date Reviewed	Date Assessed	Date Re-assessed
X			X	4.L	2.c	Conventions of Standard English	Use a comma before a coordinating conjunction in a compound sentence.					
X	X	X	X	4.L	2.d	Conventions of Standard English	Spell grade-appropriate words correctly, consulting references as needed.					
X	X	X		4.L	3	Knowledge of Language	Use knowledge of language and its conventions when writing, speaking, reading, or listening.					
X	X	X		4.L	3.a	Knowledge of Language	Choose words and phrases to convey ideas precisely.*					
X				4.L	3.b	Knowledge of Language	Choose punctuation for effect.*					
				4.L	3.c	Knowledge of Language	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).					
X	X	X	X	4.L	4	Vocabulary Acquisition and Use	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.					
X	X	X	X	4.L	4.a	Vocabulary Acquisition and Use	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.					
X	X	X	X	4.L	4.b	Vocabulary Acquisition and Use	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).					
X	X	X	X	4.L	4.c	Vocabulary Acquisition and Use	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.					

**2016-17 4th Grade ELA Tracking**

1-Qu	2-Qu	3-Qu	4-Qu	Domain	Standard #	Content Cluster	Kentucky Core Academic English Language Arts Standards	Date Taught	Date Re-taught	Date Reviewed	Date Assessed	Date Re-assessed
X			X	4.L	5	Vocabulary Acquisition and Use	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.					
				4.L	5.a	Vocabulary Acquisition and Use	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.					
				4.L	5.b	Vocabulary Acquisition and Use	Recognize and explain the meaning of common idioms, adages, and proverbs.					
X		X	X	4.L	5.c	Vocabulary Acquisition and Use	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).					
X	X	X	X	4.L	6	Vocabulary Acquisition and Use	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).					
	X	X		4.R.F	3	Phonics and Word Recognition	Know and apply grade-level phonics and word analysis skills in decoding words.					
	X	X		4.R.F	3.a	Phonics and Word Recognition	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.					

**2016-17 4th Grade ELA Tracking**

1-Qu	2-Qu	3-Qu	4-Qu	Domain	Standard #	Content Cluster	Kentucky Core Academic English Language Arts Standards	Date Taught	Date Re-taught	Date Reviewed	Date Assessed	Date Re-assessed
X	X	X	X	4.R.F	4	Fluency	Read with sufficient accuracy and fluency to support comprehension.					
		X		4.R.F	4.a	Fluency	Read grade-level text with purpose and understanding.					
X	X	X	X	4.R.F	4.b	Fluency	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.					
	X			4.R.F	4.c	Fluency	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.					
X	X	X	X	4.R.I	1	Key Ideas and Details	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.					
				4.R.I	10	Range of Reading and Complexity of Text	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as necessary at the high end of the range.					
X	X	X	X	4.R.I	2	Key Ideas and Details	Determine the main idea of a text and explain how it is supported by key details; summarize the text.					
		X	X	4.R.I	3	Key Ideas and Details	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.					
				4.R.I	4	Craft and Structure	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.					

**2016-17 4th Grade ELA Tracking**

1-Qu	2-Qu	3-Qu	4-Qu	Domain	Standard #	Content Cluster	Kentucky Core Academic English Language Arts Standards	Date Taught	Date Re-taught	Date Reviewed	Date Assessed	Date Re-assessed
X	X	X	X	4.R.I	5	Craft and Structure	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.					
		X		4.R.I	6	Craft and Structure	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.					
	X	X	X	4.R.I	7	Integration of Knowledge and Ideas	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.					
X	X	X		4.R.I	8	Integration of Knowledge and Ideas	Explain how an author uses reasons and evidence to support particular points in a text.					
				4.R.I	9	Integration of Knowledge and Ideas	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.					
X	X	X	X	4.R.L	1	Key Ideas and Details	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.					
				4.R.L	10	Range of Reading and Complexity of Text	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.					
X		X		4.R.L	2	Key Ideas and Details	Determine a theme of a story, drama, or poem from details in the text; summarize the text.					

**2016-17 4th Grade ELA Tracking**

1-Qu	2-Qu	3-Qu	4-Qu	Domain	Standard #	Content Cluster	Kentucky Core Academic English Language Arts Standards	Date Taught	Date Re-taught	Date Reviewed	Date Assessed	Date Re-assessed
X		X		4.R.L	3	Key Ideas and Details	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).					
				4.R.L	4	Craft and Structure	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).					
				4.R.L	5	Craft and Structure	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, stage directions) when writing or speaking about a text.					
				4.R.L	6	Craft and Structure	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.					
				4.R.L	7	Integration of Knowledge and Ideas	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.					
		X		4.R.L	9	Integration of Knowledge and Ideas	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.					

**2016-17 4th Grade ELA Tracking**

1-Qu	2-Qu	3-Qu	4-QU	Domain	Standard #	Content Cluster	Kentucky Core Academic English Language Arts Standards	Date Taught	Date Re-taught	Date Reviewed	Date Assessed	Date Re-assessed
				4.SL	1	Comprehension and Collaboration	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.					
	X	X		4.SL	1.a	Comprehension and Collaboration	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.					
X		X	X	4.SL	1.b	Comprehension and Collaboration	Follow agreed-upon rules for discussions and carry out assigned roles.					
X	X	X	X	4.SL	1.c	Comprehension and Collaboration	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.					
				4.SL	1.d	Comprehension and Collaboration	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.					
X	X			4.SL	2	Comprehension and Collaboration	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.					
		X	X	4.SL	3	Comprehension and Collaboration	Identify the reasons and evidence a speaker provides to support particular points.					

**2016-17 4th Grade ELA Tracking**

1-Qu	2-Qu	3-Qu	4-Qu	Domain	Standard #	Content Cluster	Kentucky Core Academic English Language Arts Standards	Date Taught	Date Re-taught	Date Reviewed	Date Assessed	Date Re-assessed
X	X	X	X	4.SL	4	Presentation of Knowledge and Ideas	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.					
	X	X		4.SL	5	Presentation of Knowledge and Ideas	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.					
				4.SL	6	Presentation of Knowledge and Ideas	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 on page 28 for specific expectations.)					
	X	X		4.W	1	Text Types and Purposes	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.					
	X	X	X	4.W	1.a	Text Types and Purposes	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.					
	X	X		4.W	1.b	Text Types and Purposes	Provide reasons that are supported by facts and details.					
	X			4.W	1.c	Text Types and Purposes	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).					
				4.W	1.d	Text Types and Purposes	Provide a concluding statement or section related to the opinion presented.					



**2016-17 4th Grade ELA Tracking**

1-Qu	2-Qu	3-Qu	4-Qu	Domain	Standard #	Content Cluster	Kentucky Core Academic English Language Arts Standards	Date Taught	Date Re-taught	Date Reviewed	Date Assessed	Date Re-assessed
				4.W	10	Range of Writing	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.					
X	X	X	X	4.W	2	Text Types and Purposes	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.					
X	X	X	X	4.W	2.a	Text Types and Purposes	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.					
X			X	4.W	2.b	Text Types and Purposes	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.					
				4.W	2.c	Text Types and Purposes	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).					
				4.W	2.d	Text Types and Purposes	Use precise language and domain-specific vocabulary to inform about or explain the topic.					
				4.W	2.e	Text Types and Purposes	Provide a concluding statement or section related to the information or explanation presented.					
	X	X	X	4.W	3	Text Types and Purposes	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.					
X	X	X	X	4.W	3.a	Text Types and Purposes	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.					

**2016-17 4th Grade ELA Tracking**

1-Qu	2-Qu	3-Qu	4-Qu	Domain	Standard #	Content Cluster	Kentucky Core Academic English Language Arts Standards	Date Taught	Date Re-taught	Date Reviewed	Date Assessed	Date Re-assessed
			X	4.W	3.b	Text Types and Purposes	Use dialogue and description to develop experiences and events or show the responses of characters to situations.					
		X		4.W	3.c	Text Types and Purposes	Use a variety of transitional words and phrases to manage the sequence of events.					
X		X	X	4.W	3.d	Text Types and Purposes	Use concrete words and phrases and sensory details to convey experiences and events precisely.					
				4.W	3.e	Text Types and Purposes	Provide a conclusion that follows from the narrated experiences or events.					
X	X	X		4.W	4	Production and Distribution of Writing	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)					
				4.W	5	Production and Distribution of Writing	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.(Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on page 29.)					
				4.W	6	Production and Distribution of Writing	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.					

**2016-17 4th Grade ELA Tracking**

1-Qu	2-Qu	3-Qu	4-Qu	Domain	Standard #	Content Cluster	Kentucky Core Academic English Language Arts Standards	Date Taught	Date Re-taught	Date Reviewed	Date Assessed	Date Re-assessed
				4.W	7	Research to Build and Present Knowledge	Conduct short research projects that build knowledge through investigation of different aspects of a topic.					
				4.W	8	Research to Build and Present Knowledge	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.					
			X	4.W	9	Research to Build and Present Knowledge	Draw evidence from literary or informational texts to support analysis, reflection, and research.					
				4.W	9.a	Research to Build and Present Knowledge	Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").					
				4.W	9.b	Research to Build and Present Knowledge	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").					

**2016-17 5th Grade ELA Tracking**

1-Qu	2-Qu	3-Qu	4-Qu	Domain	Standard #	Content Cluster	Kentucky Core Academic English Language Arts Standards	Date Taught	Date Re-taught	Date Reviewed	Date Assessed	Date Re-assessed
X				0	0	N/A	Procedures & Expectations; Administer Reading Street Baseline Group Test, etc.					
X	X	X	X	5.L	1	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
		X	X	5.L	1.a	Conventions of Standard English	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.					
				5.L	1.b	Conventions of Standard English	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.					
	X			5.L	1.c	Conventions of Standard English	Use verb tense to convey various times, sequences, states, and conditions.					
				5.L	1.d	Conventions of Standard English	Recognize and correct inappropriate shifts in verb tense.*					
				5.L	1.e	Conventions of Standard English	Use correlative conjunctions (e.g., either/or, neither/nor).					
X		X	X	5.L	2	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					
X			X	5.L	2.a	Conventions of Standard English	Use punctuation to separate items in a series.*					
				5.L	2.b	Conventions of Standard English	Use a comma to separate an introductory element from the rest of the sentence.					
				5.L	2.c	Conventions of Standard English	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).					

**2016-17 5th Grade ELA Tracking**

1-Qu	2-Qu	3-Qu	4-Qu	Domain	Standard #	Content Cluster	Kentucky Core Academic English Language Arts Standards	Date Taught	Date Re-taught	Date Reviewed	Date Assessed	Date Re-assessed
			X	5.L	2.d	Conventions of Standard English	Use underlining, quotation marks, or italics to indicate titles of works.					
X	X	X	X	5.L	2.e	Conventions of Standard English	Spell grade-appropriate words correctly, consulting references as needed.					
X	X	X		5.L	3	Knowledge of Language	Use knowledge of language and its conventions when writing, speaking, reading, or listening.					
		X		5.L	3.a	Knowledge of Language	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.					
				5.L	3.b	Knowledge of Language	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.					
X	X	X	X	5.L	4	Vocabulary Acquisition and Use	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.					
X	X	X	X	5.L	4.a	Vocabulary Acquisition and Use	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.					
	X	X	X	5.L	4.b	Vocabulary Acquisition and Use	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).					
X	X	X	X	5.L	4.c	Vocabulary Acquisition and Use	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.					
		X	X	5.L	5	Vocabulary Acquisition and Use	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.					

**2016-17 5th Grade ELA Tracking**

1-Qu	2-Qu	3-Qu	4-Qu	Domain	Standard #	Content Cluster	Kentucky Core Academic English Language Arts Standards	Date Taught	Date Re-taught	Date Reviewed	Date Assessed	Date Re-assessed
				5.L	5.a	Vocabulary Acquisition and Use	Interpret figurative language, including similes and metaphors, in context.					
				5.L	5.b	Vocabulary Acquisition and Use	Recognize and explain the meaning of common idioms, adages, and proverbs.					
X	X	X	X	5.L	5.c	Vocabulary Acquisition and Use	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.					
X	X	X	X	5.L	6	Vocabulary Acquisition and Use	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).					
				5.R.F	3	Phonics and Word Recognition	Know and apply grade-level phonics and word analysis skills in decoding words.					
	X	X	X	5.R.F	3.a	Phonics and Word Recognition	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.					
X	X	X	X	5.R.F	4	Fluency	Read with sufficient accuracy and fluency to support comprehension.					
	X		X	5.R.F	4.a	Fluency	Read grade-level text with purpose and understanding.					
X	X	X	X	5.R.F	4.b	Fluency	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.					

**2016-17 5th Grade ELA Tracking**

1-Qu	2-Qu	3-Qu	4-Qu	Domain	Standard #	Content Cluster	Kentucky Core Academic English Language Arts Standards	Date Taught	Date Re-taught	Date Reviewed	Date Assessed	Date Re-assessed
			X	5.R.F	4.c	Fluency	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.					
X	X	X	X	5.R.I	1	Key Ideas and Details	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.					
				5.R.I	10	Range of Reading and Complexity of Text	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.					
X	X	X	X	5.R.I	2	Key Ideas and Details	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.					
X	X		X	5.R.I	3	Key Ideas and Details	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.					
X				5.R.I	4	Craft and Structure	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.					
X	X		X	5.R.I	5	Craft and Structure	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.					
				5.R.I	6	Craft and Structure	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.					

**2016-17 5th Grade ELA Tracking**

1-Qu	2-Qu	3-Qu	4-Qu	Domain	Standard #	Content Cluster	Kentucky Core Academic English Language Arts Standards	Date Taught	Date Re-taught	Date Reviewed	Date Assessed	Date Re-assessed
		X		5.R.I	7	Integration of Knowledge and Ideas	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.					
			X	5.R.I	8	Integration of Knowledge and Ideas	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).					
				5.R.I	9	Integration of Knowledge and Ideas	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.					
X		X		5.R.L	1	Key Ideas and Details	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.					
				5.R.L	10	Range of Reading and Complexity of Text	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.					
X			X	5.R.L	2	Key Ideas and Details	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.					
X	X	X	X	5.R.L	3	Key Ideas and Details	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).					
				5.R.L	4	Craft and Structure	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.					



**2016-17 5th Grade ELA Tracking**

1-Qu	2-Qu	3-Qu	4-Qu	Domain	Standard #	Content Cluster	Kentucky Core Academic English Language Arts Standards	Date Taught	Date Re-taught	Date Reviewed	Date Assessed	Date Re-assessed
	X	X	X	5.R.L	5	Craft and Structure	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.					
				5.R.L	6	Craft and Structure	Describe how a narrator's or speaker's point of view influences how events are described.					
		X		5.R.L	7	Integration of Knowledge and Ideas	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel; multimedia presentation of fiction, folktale, myth, poem).					
				5.R.L	9	Integration of Knowledge and Ideas	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.					
		X		5.SL	1	Comprehension and Collaboration	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.					
X		X	X	5.SL	1.a	Comprehension and Collaboration	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.					
	X		X	5.SL	1.b	Comprehension and Collaboration	Follow agreed-upon rules for discussions and carry out assigned roles.					
			X	5.SL	1.c	Comprehension and Collaboration	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.					

**2016-17 5th Grade ELA Tracking**

1-Qu	2-Qu	3-Qu	4-Qu	Domain	Standard #	Content Cluster	Kentucky Core Academic English Language Arts Standards	Date Taught	Date Re-taught	Date Reviewed	Date Assessed	Date Re-assessed
			X	5.SL	1.d	Comprehension and Collaboration	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.					
			X	5.SL	2	Comprehension and Collaboration	Summarize written a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.					
				5.SL	3	Comprehension and Collaboration	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.					
X	X	X	X	5.SL	4	Presentation of Knowledge and Ideas	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.					
		X		5.SL	5	Presentation of Knowledge and Ideas	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.					
X	X	X	X	5.SL	6	Presentation of Knowledge and Ideas	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on page 28 for specific expectations.)					
	X		X	5.W	1	Text Types and Purposes	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.					
	X		X	5.W	1.a	Text Types and Purposes	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.					

**2016-17 5th Grade ELA Tracking**

1-Qu	2-Qu	3-Qu	4-Qu	Domain	Standard #	Content Cluster	Kentucky Core Academic English Language Arts Standards	Date Taught	Date Re-taught	Date Reviewed	Date Assessed	Date Re-assessed
	X		X	5.W	1.b	Text Types and Purposes	Provide logically ordered reasons that are supported by facts and details.					
				5.W	1.c	Text Types and Purposes	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).					
			X	5.W	1.d	Text Types and Purposes	Provide a concluding statement or section related to the opinion presented.					
				5.W	10	Text Types and Purposes	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.					
X		X	X	5.W	2	Text Types and Purposes	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.					
X		X	X	5.W	2.a	Text Types and Purposes	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.					
	X		X	5.W	2.b	Text Types and Purposes	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.					
				5.W	2.c	Text Types and Purposes	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).					
	X			5.W	2.d	Text Types and Purposes	Use precise language and domain-specific vocabulary to inform about or explain the topic.					
X				5.W	2.e	Text Types and Purposes	Provide a concluding statement or section related to the information or explanation presented.					

**2016-17 5th Grade ELA Tracking**

1-Qu	2-Qu	3-Qu	4-Qu	Domain	Standard #	Content Cluster	Kentucky Core Academic English Language Arts Standards	Date Taught	Date Re-taught	Date Reviewed	Date Assessed	Date Re-assessed
X	X	X	X	5.W	3	Text Types and Purposes	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.					
	X	X	X	5.W	3.a	Text Types and Purposes	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.					
X	X	X	X	5.W	3.b	Text Types and Purposes	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.					
				5.W	3.c	Text Types and Purposes	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.					
X	X	X	X	5.W	3.d	Text Types and Purposes	Use concrete words and phrases and sensory details to convey experiences and events precisely.					
				5.W	3.e	Text Types and Purposes	Provide a conclusion that follows from the narrated experiences or events.					
X		X	X	5.W	4	Production and Distribution of Writing	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)					
				5.W	5	Production and Distribution of Writing	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 29.)					

**2016-17 5th Grade ELA Tracking**

1-Qu	2-Qu	3-Qu	4-Qu	Domain	Standard #	Content Cluster	Kentucky Core Academic English Language Arts Standards	Date Taught	Date Re-taught	Date Reviewed	Date Assessed	Date Re-assessed
				5.W	6	Production and Distribution of Writing	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.					
				5.W	7	Research to Build and Present Knowledge	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.					
		X		5.W	8	Research to Build and Present Knowledge	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.					
		X	X	5.W	9	Research to Build and Present Knowledge	Draw evidence from literary or informational texts to support analysis, reflection, and research.					
				5.W	9.a	Research to Build and Present Knowledge	Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).					
				5.W	9.b	Research to Build and Present Knowledge	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).					