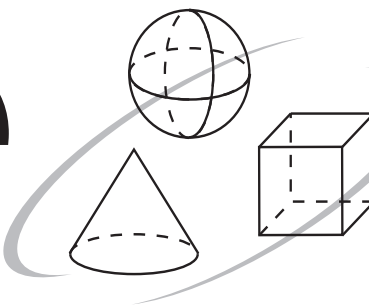


Simple Solutions.



Minutes a Day—Mastery for a Lifetime!

Simple Solutions Standards Mapping

*Kentucky
Academic Standards:
Reading and Writing*

Grades
K - 8

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Introduction

The purpose of this document is to demonstrate how *Simple Solutions English Grammar & Mechanics* and *Simple Solutions Reading Comprehension* align with the Kentucky Academic Standards for Reading and Writing.

The Kentucky Academic Standards for Reading and Writing listed in this document are addressed in either *Simple Solutions English Grammar & Mechanics*, *Simple Solutions Reading Comprehension* or both. The required skills are systematically reinforced at grade level and beyond through distributed practice.

Please note: A few of the Kentucky standards are not included in *Simple Solutions* because they cannot be addressed through the type of independent practice the *Simple Solutions* workbooks provide (for example, using reference materials, hyperlinks, multimedia, etc., as well as speaking and listening skills).

***Simple Solutions* Website:**

<https://simplesolutions.org/>

Common Core Standards Website:

<http://www.corestandards.org/ELA/>

Kentucky Department of Education:

<https://education.ky.gov/curriculum/standards/kyacadstand/Pages/contentareasstandards.aspx>

Level K - ELA

Kentucky Academic Standards		Simple Solutions Standards	
Standard	Description	Reading	English Grammar & Mechanics
Reading Foundational Skills			
RF.K.1	Demonstrate understanding of the organization and basic features of print to aid in comprehension. <i>a. Follow words from left to right, top to bottom and page by page.</i> <i>b. Recognize that spoken words are represented in written language by specific sequences of letters.</i> <i>c. Recognize that words are separated by spaces in print.</i> <i>d. Recognize and name all upper- and lowercase letters of the alphabet.</i>	RF.K.1c	RF.K.1a RF.K.1b RF.K.1c RF.K.1d
RF.K.2	Demonstrate understanding of spoken words, syllables and sounds (phonemes). <i>a. Recognize and orally produce rhyming words.</i> <i>b. Count, pronounce, blend and segment syllables in spoken words.</i> <i>c. Blend and segment onsets and rimes of single-syllable spoken words.</i> <i>d. Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme words.</i> <i>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</i>	RF.K.2a RF.K.2b RF.K.2c RF.K.2d RF.K.2e	RF.K.2a RF.K.2b RF.K.2c RF.K.2d RF.K.2e
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words. <i>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.</i> <i>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</i> <i>c. Read common high-frequency words by sight.</i> <i>d. Orally distinguish between similarly spelled words by identifying the sounds of the letters that differ.</i>	RF.K.3b RF.K.3c RF.K.3d	RF.K.3a RF.K.3b RF.K.3c RF.K.3d
RF.K.4	Read fluently (accuracy, speed, and prosody) on grade-level to support comprehension. <i>a. Read emergent-reader texts with purpose and understanding.</i>	Simple Solutions Reading K provides practice to meet this requirement.	Simple Solutions English Grammar & Mechanics K provides practice to meet this requirement.

Level K - ELA

Kentucky Academic Standards		Simple Solutions Standards	
Standard	Description	Reading	English Grammar & Mechanics
Reading Standards for Literature			
RL.K.1	With prompting and support, ask and answer explicit questions about key ideas and details, and make logical inferences to construct meaning from the text.	RL.K.1	
RL.K.2	With prompting and support, orally recognize key details from a summary to demonstrate understanding of the lesson learned in the story.	RL.K.2	
RL.K.3	With prompting and support, identify characters, settings and major events in a story in order to make meaning of the story development.	RL.K.3	
RL.K.4	With prompting and support, identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	RL.K.4	
RL.K.5	Recognize common structures of poems, stories and dramas.	<i>Simple Solutions Reading K provides practice to meet this requirement.</i>	
RL.K.6	With prompting and support, identify the author and illustrator of a story and explain how each tells the story.		
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear.	RL.K.7	
RL.K.9	With prompting and support, compare/contrast the adventures and experiences of characters in stories.		
RL.K.10	With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts.	<i>Simple Solutions Reading K provides practice to meet this requirement.</i>	

Level K - ELA

Kentucky Academic Standards		Simple Solutions Standards	
Standard	Description	Reading	English Grammar & Mechanics
Reading Standards for Informational Text			
RI.K.1	With prompting and support, ask and answer explicit questions about key concepts and details, and make logical inferences to construct meaning from the text.	RI.K.1	
RI.K.2	With prompting and support, orally recognize key details from a summary to demonstrate understanding of the central idea of a text.	RI.K.2	
RI.K.3	With prompting and support, identify the individuals, events, ideas, or pieces of information presented over the course of a text.	RI.K.3	
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.	RI.K.4	
RI.K.5	Identify the front cover, back cover and title page of a book.		
RI.K.6	With prompting and support, identify the author and illustrator of a text, and define the role of each in presenting the ideas or information in a text.		
RI.K.7	With prompting and support, describe the relationship between visuals and the text.	RI.K.7	
RI.K.8	With prompting and support, identify the claim and the reasons an author gives to support claims in a text.		
RI.K.9	With prompting and support, identify information from two or more texts on similar themes or topics.		
RI.K.10	With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex informational texts.	Simple Solutions Reading K provides practice to meet this requirement.	

Level K - ELA

Kentucky Academic Standards		Simple Solutions Standards	
Standard	Description	Reading	English Grammar & Mechanics
Composition			
C.K.1	<p>Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.</p> <p><i>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</i></p> <p><i>b. Introduce the topic.</i></p> <p><i>c. Provide reasons with details to support the opinion.</i></p> <p><i>d. Use grade-appropriate transitions.</i></p> <p><i>e. Provide a concluding idea.</i></p> <p><i>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</i></p>	W.K.1 W.K.5	
C.K.2	<p>Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and supply information about the topic.</p> <p><i>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</i></p> <p><i>b. Introduce the topic.</i></p> <p><i>c. Supply information to develop the topic.</i></p> <p><i>d. Use grade-appropriate conjunctions to develop text structure within sentences.</i></p> <p><i>e. Use grade-appropriate transitions to develop text structure across paragraphs.</i></p> <p><i>f. Provide a concluding idea.</i></p> <p><i>g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</i></p>	W.K.2 W.K.5	
C.K.3	<p>Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.</p> <p><i>a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</i></p> <p><i>b. Recount a single event.</i></p> <p><i>c. Include details which describe actions, thoughts, emotions.</i></p> <p><i>d. Create a sense of closure.</i></p> <p><i>e. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</i></p>	W.K.3 W.K.5	
C.K.4	With guidance and support from adults, explore a variety of digital resources to create and publish products, including in collaboration with peers.	W.K.6	
C.K.5	With guidance and support, participate in shared research and writing projects.	W.K.7	
C.K.6	With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.	W.K.8	

Level K - ELA

Kentucky Academic Standards		Simple Solutions Standards	
Standard	Description	Reading	English Grammar & Mechanics
Language			
L.K.1	<p>When writing or speaking, demonstrate appropriate use of:</p> <p><i>a. common nouns and verbs.</i> <i>b. regular plural nouns by orally adding /s/ or /es/.</i> <i>c. interrogative sentences using who, what, where, when, why and how.</i> <i>d. sentences using common prepositions.</i> <i>e. complete sentences.</i></p>		<p>L.K.1a L.K.1b L.K.1c L.K.1d L.K.1e L.K.1f</p>
L.K.2	<p>When writing:</p> <p><i>a. Capitalize the first word in a sentence and the pronoun I.</i> <i>b. Recognize and name end punctuation.</i> <i>c. Write a letter or letters for most consonant and short-vowel sounds.</i> <i>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</i></p>		<p>L.K.2a L.K.2b L.K.2c L.K.2d</p>
L.K.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p><i>a. Identify homophones.</i> <i>b. Identify common affixes and how they change the meaning of a word.</i> <i>c. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</i></p>	<p>Simple Solutions Reading K provides practice to meet this requirement.</p>	<p>L.K.4b</p>
L.K.5	<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p><i>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</i> <i>b. Demonstrate an understanding of verbs and adjectives and their antonyms.</i> <i>c. Demonstrate an understanding of verbs and adjectives and their synonyms.</i></p>		<p>L.K.5a L.K.5b L.K.5c</p>

Level 1 - ELA

Kentucky Academic Standards		Simple Solutions Standards	
Standard	Description	Reading	English Grammar & Mechanics
Reading Foundational Skills			
RF.1.1	Demonstrate understanding of the organization and basic features of print to aid in comprehension. <i>a. Recognize the distinguishing features of a sentence including first word, capitalization, spacing and ending punctuation.</i>		RF.1.1a
RF.1.2	Demonstrate understanding of spoken words, syllables and sounds (phonemes). <i>a. Distinguish long from short vowel sounds in spoken single-syllable words.</i> <i>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</i> <i>c. Construct and deconstruct spoken single syllable words into initial, medial vowel and final sounds(phonemes).</i>	RF.1.2a	Simple Solutions English Grammar & Mechanics 1 provides practice to meet this requirement.
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words. <i>a. Know the spelling-sound correspondences for common consonant digraphs.</i> <i>b. Decode regularly spelled one-syllable words.</i> <i>c. Know final –e and common vowel team conventions for representing long vowel sounds.</i> <i>d. Demonstrate knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</i> <i>e. With adult support, decode two-syllable words by breaking the words into syllables.</i> <i>f. Read words with inflectional endings.</i> <i>g. Recognize and read grade-appropriate irregularly spelled words.</i>	RF.1.3a RF.1.3b RF.1.3c RF.1.3d	RF.1.3a RF.1.3c RF.1.3d RF.1.3e
RF.1.4	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension. <i>a. Read grade-level text with purpose and understanding.</i> <i>b. Orally read grade-level text fluently on successive readings.</i> <i>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</i>	Simple Solutions Reading 1 provides practice to meet this requirement.	Simple Solutions English Grammar & Mechanics 1 provides practice to meet this requirement.

Level 1 - ELA

Kentucky Academic Standards		Simple Solutions Standards	
Standard	Description	Reading	English Grammar & Mechanics
Reading Standards for Literature			
RL.1.1	With prompting and support, ask and answer explicit questions about key ideas and details, and make and support logical inferences to construct meaning from the text.	RL.1.1	
RL.1.2	With prompting and support, recognize key details from a summary to demonstrate understanding of the author’s message, lesson learned and/or moral.	RL.1.2	
RL.1.3	Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.	RL.1.3	
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.	RL.1.4	
RL.1.5	Recognize major differences between the structures of poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.	Simple Solutions Reading 1 provides practice to meet this requirement.	
RL.1.6	With prompting and support, identify who is telling the story at various points in a text.	RL.1.6	
RL.1.7	Use a story’s illustrations and details to describe its characters, setting and events.	RL.1.7	
RL.1.9	Compare/contrast the adventures and experiences of characters in stories.	RL.1.9	
RL.1.10	With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts.	Simple Solutions Reading 1 provides practice to meet this requirement.	

Level 1 - ELA

Kentucky Academic Standards		Simple Solutions Standards	
Standard	Description	Reading	English Grammar & Mechanics
Reading Standards for Informational Text			
RI.1.1	With prompting and support, ask and answer explicit questions about key concepts and details, and make and support logical inferences to construct meaning from the text.	RI.1.1	
RI.1.2	With prompting and support, recognize key details from a summary to demonstrate understanding of the central idea of a text.	RI.1.2	
RI.1.3	With prompting and support, identify the connection between individuals, events, ideas or pieces of information over the course of a text.	RI.1.3	
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade-level text.	RI.1.4	
RI.1.5	Know and use various text features, including but not limited to headings, tables of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus and icons to locate key facts or information in a text.		
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.		
RI.1.7	Use the visuals and details in a text to describe its key ideas.	RI.1.7	
RI.1.8	Identify the claim and the reasons an author gives to support the claim in a text.	RI.1.8	
RI.1.9	Identify information from two or more texts on similar themes or topics.		
RI.1.10	With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex informational texts.	Simple Solutions Reading 1 provides practice to meet this requirement.	

Level 1 - ELA

Kentucky Academic Standards		Simple Solutions Standards	
Standard	Description	Reading	English Grammar & Mechanics
Composition			
C.1.1	<p>Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.</p> <p><i>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</i> <i>b. Introduce the topic.</i> <i>c. Provide reasons with details to support the opinion.</i> <i>d. Use grade-appropriate transitions.</i> <i>e. Provide a concluding section.</i> <i>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</i></p>	W.1.1 W.1.5	
C.1.2	<p>Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and provide information about the topic. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p><i>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</i> <i>b. Introduce the topic.</i> <i>c. Supply information with detail to develop the topic.</i> <i>d. Use grade-appropriate conjunctions to develop text structure within sentences.</i> <i>e. Use grade-appropriate transitions to develop text structure across paragraphs.</i> <i>f. Provide a concluding section.</i> <i>g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</i></p>	W.1.2 W.1.5	
C.1.3	<p>Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.</p> <p><i>a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</i> <i>b. Recount a single event or multiple events, memories or ideas.</i> <i>c. Include details which describe actions, thoughts, emotions.</i> <i>d. Use temporal words and phrases to signal event order.</i> <i>e. Create a sense of closure.</i> <i>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</i></p>	W.1.3 W.1.5	
C.1.4	With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.	W.1.6	
C.1.5	With guidance and support, participate in shared research and writing projects.	W.1.7	
C.1.6	With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.	W.1.8	

Level 1 - ELA

Kentucky Academic Standards		Simple Solutions Standards	
Standard	Description	Reading	English Grammar & Mechanics
Language			
L.1.1	<p>When writing or speaking, demonstrate appropriate use of:</p> <p><i>a. common, proper and possessive nouns in a sentence.</i> <i>b. singular and plural nouns with matching verbs in basic sentences.</i> <i>c. personal, possessive and indefinite pronouns in a sentence.</i> <i>d. verbs to convey a sense of past, present and future in a sentence.</i> <i>e. frequently occurring adjectives in a sentence.</i> <i>f. frequently occurring conjunctions in a sentence.</i> <i>g. frequently occurring prepositions in a sentence.</i> <i>h. declarative, interrogative, imperative and exclamatory sentences in response to prompts.</i></p>		<p>L.1.1a L.1.1b L.1.1c L.1.1d L.1.1e L.1.1f L.1.1g L.1.1h L.1.1i L.1.1j</p>
L.1.2	<p>When writing:</p> <p><i>a. Capitalize proper nouns, including but not limited to dates and names of people.</i> <i>b. Demonstrate appropriate use of end punctuation.</i> <i>c. With prompting and support, produce and write commas in dates and to separate single words in a series.</i> <i>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</i> <i>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</i></p>		<p>L.1.2a L.1.2b L.1.2c L.1.2d</p>
L.1.4	<p>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.</p> <p><i>a. Use sentence-level context as a clue to the meaning of a word or phrase.</i> <i>b. Identify common affixes and how they change the meaning of a word.</i> <i>c. With guidance and support, identify frequently occurring root words and their inflectional forms.</i> <i>d. 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.</i></p>	L.1.4a	<p>L.1.4b L.1.4c</p>
L.1.5	<p>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p><i>a. Sort words into categories to classify relationships and to gain a sense of the concepts the categories represent.</i> <i>b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</i> <i>c. Demonstrate understanding of words by relating them to their synonyms and antonyms.</i> <i>d. Define or act out the shades of meaning among verbs (e.g., look, peek, glance) and adjectives differing in intensity (e.g., large, gigantic).</i></p>		<p>L.1.5a L.1.5b L.1.5c L.1.5d</p>

Level 2 - ELA

Kentucky Academic Standards		Simple Solutions Standards	
Standard	Description	Reading	English Grammar & Mechanics
Reading Foundational Skills			
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words. <i>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</i> <i>b. Know spelling-sound correspondences for additional common vowel teams.</i> <i>c. Decode regularly spelled two-syllable words with long vowels.</i> <i>d. Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes.</i> <i>e. Identify words with inconsistent but common spelling-sound correspondences.</i> <i>f. Recognize and read grade-appropriate irregularly spelled words.</i>		RF.2.3a RF.2.3d RF.2.3f
RF.2.4	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension. <i>a. Read grade-level text with purpose and understanding.</i> <i>b. Orally read grade-level text fluently on successive readings.</i> <i>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</i>	Simple Solutions Reading 2 provides practice to meet this requirement.	Simple Solutions English Grammar & Mechanics 2 provides practice to meet this requirement.
Reading Standards for Literature			
RL.2.1	Ask and answer such questions as who, what, where, when, why and how, and make and support logical inferences to construct meaning from the text.	RL.2.1	
RL.2.2	Identify implicit and explicit information from a summary to determine the author's message, lesson learned and/or moral, including but not limited to fables and folktales from diverse cultures.	RL.2.2	
RL.2.3	Describe how characters in a story respond to major events and challenges in order to make meaning of the story development.	RL.2.3	
RL.2.4	Describe how words and phrases, including but not limited to regular beats, alliteration, rhymes and/or repeated lines, supply rhythm and shape meaning in a story, poem or song.	RL.2.4	
RL.2.5	Describe how parts of the text contribute to the overall structure of poems, stories and dramas, including but not limited to linear, non-linear and circular structures.	RL.2.5	
RL.2.6	With prompting and support, acknowledge differences in the perspectives of characters, including by speaking in a different voice for each character when reading dialogue aloud, and how those perspectives shape the content of the text.	RL.2.6	
RL.2.7	Use a story's illustrations and words in print/non-print texts to demonstrate understanding of characters, setting and plot.	RL.2.7	
RL.2.9	Compare/contrast two or more versions of the same story by different authors or from different cultures.	RL.2.9	
RL.2.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.	Simple Solutions Reading 2 provides practice to meet this requirement.	

Level 2 - ELA

Kentucky Academic Standards		Simple Solutions Standards	
Standard	Description	Reading	English Grammar & Mechanics
Reading Standards for Informational Text			
RI.2.1	Ask and answer such questions as who, what, where, when, why, and how, and make and support logical inferences to construct meaning from the text.	RI.2.1	
RI.2.2	Identify implicit and explicit information from a summary to determine the central idea of a text.	RI.2.2	
RI.2.3	Describe the connection between individuals, historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.	RI.2.3	
RI.2.4	Determine the meaning of general academic words and phrases and how those words and phrases shape meaning in a grade-level text.	RI.2.4	
RI.2.5	Identify and describe informational text structures, including sequence/chronological and descriptive structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.	RI.2.5	
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain or describe, and how that purpose shapes the content of the text.	RI.2.6	
RI.2.7	Identify information gained from visuals and words in the text, and explain how that information contributes to understanding of the text.	RI.2.7	
RI.2.8	Describe how reasons support specific claims the author makes in a text.	RI.2.8	
RI.2.9	Describe the relationship between information from two or more texts on the same theme or topic.	RI.2.9	
RI.2.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.	RI.2.10	

Level 2 - ELA

Kentucky Academic Standards		Simple Solutions Standards	
Standard	Description	Reading	English Grammar & Mechanics
Composition			
C.2.1	<p>Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.</p> <p><i>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</i> <i>b. Introduce the topic, followed by opinion statement, and create an organizational structure.</i> <i>c. Provide reasons with details to support the opinion.</i> <i>d. Use grade-appropriate transitions.</i> <i>e. Provide a concluding section.</i> <i>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</i></p>	W.2.1 W.2.5	
C.2.2	<p>Compose informative and/or explanatory texts, using writing and digital resources, to establish a topic and provide information about the topic.</p> <p><i>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</i> <i>b. Introduce the topic.</i> <i>c. Supply information with detail to develop the topic.</i> <i>d. Use grade-appropriate conjunctions to develop text structure within sentences.</i> <i>e. Use grade-appropriate transitions to develop text structure across paragraphs.</i> <i>f. Provide a concluding section.</i> <i>g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</i></p>	W.2.2 W.2.5	
C.2.3	<p>Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.</p> <p><i>a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</i> <i>b. Recount a single event or multiple events, memories or ideas.</i> <i>c. Include details which describe actions, thoughts, emotions.</i> <i>d. Use temporal words and phrases to signal event order.</i> <i>e. Create a sense of closure.</i> <i>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</i></p>	W.2.3 W.2.5	
C.2.4	With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.	W.2.6	
C.2.5	Conduct shared research and writing projects that build knowledge about a topic.	W.2.7	
C.2.6	Collect information from real-world experiences or provided sources to answer or generate questions.	W.2.8	

Level 2 - ELA

Kentucky Academic Standards		Simple Solutions Standards	
Standard	Description	Reading	English Grammar & Mechanics
Language			
L.2.1	In writing or speaking, demonstrate appropriate use of: <i>a. collective nouns.</i> <i>b. frequently occurring irregular nouns.</i> <i>c. reflexive pronouns.</i> <i>d. past tense of frequently occurring irregular verbs.</i> <i>e. adjectives and adverbs in sentence formation.</i> <i>f. producing, expanding and rearranging complete simple and compound sentences.</i>		L.2.1a L.2.1b L.2.1c L.2.1d L.2.1e L.2.1f
L.2.2	When writing: <i>a. Capitalize proper nouns, including but not limited to holidays, product names and geographic names.</i> <i>b. Demonstrate appropriate use of commas in varied communication formats (e.g., letter, email, blog).</i> <i>c. Use apostrophe to form contractions and possessives.</i> <i>d. Generalize spelling patterns.</i> <i>e. Use reference materials to self-check and correct spelling.</i>		L.2.2a L.2.2b L.2.2c L.2.2d
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading or listening. <i>a. Compare formal and informal uses of English.</i>	Simple Solutions Reading 2 provides practice to meet this requirement with Writing Tasks.	L.2.3a
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. <i>a. Use sentence-level context as a clue to the meaning of a word or phrase.</i> <i>b. Determine the meaning of the new word formed when a known prefix is added to a known word.</i> <i>c. Use a known root word as a clue to the meaning of an unknown word with the same root.</i> <i>d. Use knowledge of the meaning of individual words to predict the meaning of compound words.</i> <i>e. Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.</i> <i>f. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</i>	L.2.4 L.2.4a L.2.4b L.2.4c L.2.4d L.2.6	L.2.4a L.2.4b L.2.4c L.2.4d
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings. <i>a. Demonstrate understanding of words by relating them to their synonyms and antonyms.</i> <i>b. Distinguish the shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender).</i>	L.2.5 L.2.5a	L.2.5a L.2.5b

Level 3 - ELA

Kentucky Academic Standards		Simple Solutions Standards	
Standard	Description	Reading	English Grammar & Mechanics
Reading Foundational Skills			
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words. <i>a. Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes, including Latin suffixes.</i> <i>b. Decode multisyllabic words.</i> <i>c. Read grade-appropriate irregularly spelled words.</i>	RF.3.3	RF.3.3a RF.3.3c RF.3.3d
RF.3.4	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension. <i>a. Read grade-level text with purpose and understanding.</i> <i>b. Fluently read grade-level prose and poetry orally on successive readings.</i> <i>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</i>	Simple Solutions Reading 3 provides practice to meet this requirement.	Simple Solutions English Grammar & Mechanics 3 provides practice to meet this requirement.
Reading Standards for Literature			
RL.3.1	Ask and answer questions, and make and support logical inferences to construct meaning from the text.	RL.3.1	
RL.3.2	Identify and cite relevant implicit and explicit information from a summary to determine the theme, lesson learned and/or moral, including but not limited to fables, folktales and myths from diverse cultures.	RL.3.2	
RL.3.3	Describe characters in a story, including but not limited to their traits, motivations, actions or feelings, and how they affect the plot.	RL.3.3	
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including but not limited to idioms and hyperboles, and describe how those words and phrases shape meaning.	RL.3.4	
RL.3.5	Describe and provide evidence for how parts of the text contribute to the overall structure of poems, stories and dramas, including but not limited to linear, non-linear and circular structures.	RL.3.5	
RL.3.6	Distinguish their own perspective from that of the narrator or those of the characters, and describe how various perspectives shape the content of the text.	RL.3.6	
RL.3.7	Explain how the specific aspects of a text's illustrations contribute to an effect, including but not limited to creating mood, character and setting.	RL.3.7	
RL.3.9	Compare/contrast the themes, settings and plots of stories written by the same author about the same or similar characters.	RL.3.9	
RL.3.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.	Simple Solutions Reading 3 provides practice to meet this requirement.	

Level 3 - ELA

Kentucky Academic Standards		Simple Solutions Standards	
Standard	Description	Reading	English Grammar & Mechanics
Reading Standards for Informational Text			
RI.3.1	Ask and answer questions, and make and support logical inferences in order to construct meaning from the text.	RI.3.1	
RI.3.2	Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.	RI.3.2	
RI.3.3	Describe the relationship between individuals, a series of historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.	RI.3.3	
RI.3.4	Determine the meaning of general academic words and phrases in a grade-level text, and describe how those words and phrases shape meaning.	RI.3.4	
RI.3.5	Identify and describe informational text structures, including comparison, cause/effect and problem/solution structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.	RI.3.5	
RI.3.6	Distinguish their own perspective from that of the author of a text, and describe how various perspectives shape the content and style of a text.	RI.3.6	
RI.3.7	Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text.	RI.3.7	
RI.3.8	Describe how reasons and evidence support specific claims the author makes in a text.	RI.3.8	
RI.3.9	Explain the relationship between information from two or more texts on the same theme or topic.	RI.3.9	
RI.3.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.	Simple Solutions Reading 3 provides practice to meet this requirement.	

Level 3 - ELA

Kentucky Academic Standards		Simple Solutions Standards	
Standard	Description	Reading	English Grammar & Mechanics
Composition			
C.3.1	<p>Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.</p> <p><i>a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</i> <i>b. Introduce the topic, followed by opinion statement, and create an organizational structure.</i> <i>c. Provide reasons with elaborate details to support the opinion.</i> <i>d. Use grade-appropriate transitions.</i> <i>e. Provide a concluding section.</i> <i>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</i></p>	<p>W.3.1a W.3.1b W.3.1c W.3.1d W.3.4 W.3.5</p>	
C.3.2	<p>Compose informative and/ or explanatory texts, using writing and digital resources, to examine a topic and provide information.</p> <p><i>a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</i> <i>b. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</i> <i>c. Develop the topic with facts, definitions and details.</i> <i>d. Use grade-appropriate conjunctions to develop text structure within sentences.</i> <i>e. Use grade-appropriate transitions to develop text structure across paragraphs.</i> <i>f. Provide a concluding section.</i> <i>g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</i></p>	<p>W.3.2a W.3.2b W.3.2c W.3.2d W.3.4 W.3.5</p>	
C.3.3	<p>Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences.</p> <p><i>a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</i> <i>b. Establish a situation, and introduce a narrator and/or characters; organize an event sequence that reflects linear, non-linear and/or circular structure.</i> <i>c. Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations.</i> <i>d. Use temporal words and phrases to signal event order.</i> <i>e. Create a sense of closure that follows the narrated experiences or events.</i> <i>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</i></p>	<p>W.3.3a W.3.3b W.3.3c W.3.3d W.3.4 W.3.5</p>	
C.3.4	With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.	W.3.6	
C.3.5	Conduct short research projects that build knowledge about a topic.	W.3.7	
C.3.6	Summarize information from experiences or gather information from print and digital sources; take brief notes on information from various print/digital sources, and analyze by sorting into appropriate categories.	W.3.8	
C.3.7	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	W.3.10	

Level 3 - ELA

Kentucky Academic Standards		Simple Solutions Standards	
Standard	Description	Reading	English Grammar & Mechanics
Language			
L.3.1	<p>When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.</p> <p><i>a.Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text.</i></p> <p><i>b.Form and use regular and irregular plural nouns.</i></p> <p><i>c.Use abstract nouns.</i></p> <p><i>d.Form and use regular and irregular verbs.</i></p> <p><i>e.Use verb tenses.</i></p> <p><i>f.Ensure subject-verb and pronoun-antecedent agreement.</i></p> <p><i>g.Form and use comparative and superlative adjectives and adverbs, and choose between them depend-ing on what is to be modified.</i></p> <p><i>h.Use coordinating and subordinating conjunctions.</i></p> <p><i>i.Produce simple, compound and complex sentences.</i></p>		<p>L.3.1a</p> <p>L.3.1b</p> <p>L.3.1c</p> <p>L.3.1d</p> <p>L.3.1e</p> <p>L.3.1f</p> <p>L.3.1g</p> <p>L.3.1h</p> <p>L.3.1i</p>
L.3.2	<p>When writing:</p> <p><i>a.Capitalize appropriate words in titles.</i></p> <p><i>b.Use commas in addresses.</i></p> <p><i>c.Use commas and quotation marks in dialogue.</i></p> <p><i>d.Use possessives.</i></p> <p><i>e.Use conventional spelling for high-frequency words where suffixes are added to base words.</i></p> <p><i>f.Use spelling patterns and generalizations in writing words.</i></p> <p><i>g.Consult reference materials as needed to check and correct spellings.</i></p>		<p>L.3.2a</p> <p>L.3.2b</p> <p>L.3.2c</p> <p>L.3.2d</p> <p>L.3.2e</p> <p>L.3.2f</p>
L.3.3	<p>Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <p><i>a.Choose words and phrases for effect.</i></p> <p><i>b.Recognize and observe differences between the conventions of spoken and written Standard English.</i></p>	L.3.6	L.3.6
L.3.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.</p> <p><i>a.Use sentence-level context as a clue to the meaning of a word or phrase.</i></p> <p><i>b.Determine the meaning of the new word formed when a known affix is added to a known word.</i></p> <p><i>c.Use a known root word as a clue to the meaning of an unknown word with the same root.</i></p> <p><i>d.Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words andphrases.</i></p> <p><i>e.Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.</i></p>	<p>L.3.4a</p> <p>L.3.4b</p> <p>L.3.4c</p>	<p>L.3.4a</p> <p>L.3.4b</p> <p>L.3.4c</p> <p>L.3.6</p>
L.3.5	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <p><i>a.Distinguish the literal and nonliteral meanings of words and phrases in context.</i></p> <p><i>b.Demonstrate understanding of words by relating them to their synonyms and antonyms.</i></p> <p><i>c.Distinguish shades of meaning among related words that describe degrees of certainty.</i></p>	<p>L.3.5a</p> <p>L.3.5b</p> <p>L.3.5c</p>	<p>L.3.5a</p> <p>L.3.5b</p> <p>L.3.5c</p>

Level 4 - ELA

Kentucky Academic Standards		Simple Solutions Standards	
Standard	Description	Reading	English Grammar & Mechanics
Reading Foundational Skills			
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words. <i>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to accurately read unfamiliar multisyllabic words.</i>		RF.4.3a
RF.4.4	Read fluently (accuracy, speed and prosody) on grade-level text to support comprehension. <i>a. Read grade-level text with purpose and understanding.</i> <i>b. Fluently read grade-level prose and poetry orally on successive readings.</i> <i>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</i>	Simple Solutions Reading 4 provides practice to meet this requirement.	Simple Solutions English Grammar & Mechanics 4 provides practice to meet this requirement.
Reading Standards for Literature			
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RL.4.1	
RL.4.2	Analyze how the theme is reflected, and cite relevant implicit and explicit evidence from the text, including but not limited to poems, stories and dramas.	RL.4.2	
RL.4.3	Describe in depth a character’s thoughts, words and/or actions, the setting or event(s) in a story or drama, drawing on specific details to analyze their interaction over the course of the text.	RL.4.3	
RL.4.4	Determine the meaning of words and phrases as they are used in a text, including but not limited to figurative language such as metaphors and similes, and describe and explain how those words and phrases shape meaning.	RL.4.4	
RL.4.5	Analyze the overall structure, in a text or part of the text, the author uses in poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.	RL.4.5	
RL.4.6	Compare/contrast the point of view of first and third person narrators and the effect they have on the reader.	RL.4.6	
RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation, including making connections with what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	Simple Solutions Reading 4 provides practice to meet this requirement.	
RL.4.9	Compare/contrast themes, topics and patterns of events in stories, myths and traditional literature from different cultures.	RL.4.9	
RL.4.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.	Simple Solutions Reading 4 provides practice to meet this requirement.	

Level 4 - ELA

Kentucky Academic Standards		Simple Solutions Standards	
Standard	Description	Reading	English Grammar & Mechanics
Reading Standards for Informational Text			
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RI.4.1	
RI.4.2	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.	RI.4.2	
RI.4.3	Explain the individuals, events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information over the course of a text.	RI.4.3	
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning.	RI.4.4	
RI.4.5	Describe the overall structure, in a text or part of the text, the author uses to organize the events, ideas, concepts or information.	RI.4.5	RI.4.5
RI.4.6	Compare/contrast a firsthand and secondhand account of the same event or topic.	<i>Simple Solutions Reading 4 provides practice to meet this requirement.</i>	
RI.4.7	Interpret information presented in print and non-print formats and explain how the information contributes to an understanding of the text in which it appears.	RI.4.7	RI.4.7
RI.4.8	Explain how an author uses reasons and evidence to support particular claims the author makes in a text.	RI.4.8	
RI.4.9	Integrate information from two or more texts on the same theme or topic.	RI.4.9	
RI.4.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.	<i>Simple Solutions Reading 4 provides practice to meet this requirement.</i>	

Level 4 - ELA

Kentucky Academic Standards		Simple Solutions Standards	
Standard	Description	Reading	English Grammar & Mechanics
Composition			
C.4.1	<p>Compose opinions, using writing and digital resources, on topics or texts, supporting an author’s perspective with reasons and information.</p> <p><i>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</i> <i>b. 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.</i> <i>c. Provide reasons that are supported by facts and details.</i> <i>d. Use grade-appropriate transitions.</i> <i>e. Provide a concluding section.</i> <i>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.</i></p>	<p>W.4.1a W.4.1b W.4.1c W.4.1d W.4.4 W.4.5</p>	
C.4.2	<p>Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.</p> <p><i>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</i> <i>b. Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension.</i> <i>c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.</i> <i>d. Use grade-appropriate conjunctions to develop text structure within sentences.</i> <i>e. Use grade-appropriate transitions to develop text structure across paragraphs.</i> <i>f. Use precise language and domain-specific vocabulary to inform about or explain the topic.</i> <i>g. Provide a concluding section.</i> <i>h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.</i></p>	<p>W.4.2a W.4.2b W.4.2c W.4.2d W.4.2e W.4.4 W.4.5</p>	
C.4.3	<p>Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.</p> <p><i>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</i> <i>b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure.</i> <i>c. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</i> <i>d. Use a variety of conjunctions and transitional words and phrases to manage the sequence of events.</i> <i>e. Use concrete words and phrases and sensory details to convey experiences and events precisely.</i> <i>f. Provide a conclusion that follows the narrated experiences or events.</i> <i>g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.</i></p>	<p>W.4.3a W.4.3b W.4.3c W.4.3d W.4.3e W.4.4 W.4.5</p>	W.4.5
C.4.4	<p>With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.</p>	<p><i>Simple Solutions Reading 4 provides practice to meet this requirement with Writing Tasks.</i></p>	
C.4.5	<p>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	W.4.7	

Level 4 - ELA

Kentucky Academic Standards		<i>Simple Solutions Standards</i>	
Standard	Description	Reading	English Grammar & Mechanics
C.4.6	Summarize relevant information from experiences or gather relevant information from various print and digital sources; take notes, categorize information and provide a list of sources.	W.4.8	<i>Simple Solutions English Grammar & Mechanics 4 provides practice to meet this requirement.</i>
C.4.7	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	W.4.10	<i>Simple Solutions English Grammar & Mechanics 4 provides practice to meet this requirement.</i>

Level 4 - ELA

Kentucky Academic Standards		Simple Solutions Standards	
Standard	Description	Reading	English Grammar & Mechanics
Language			
L.4.1	<p>When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.</p> <p><i>a. Use relative pronouns and relative adverbs.</i> <i>b. Use the progressive verb tenses.</i> <i>c. Use modal auxiliaries to convey various conditions, such as can, may and must.</i> <i>d. Order adjectives within sentences according to conventional patterns.</i> <i>e. Use prepositional phrases.</i> <i>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</i> <i>g. Use frequently confused words, such as to, too, two; there, their, they're.</i></p>		<p>L.4.1a L.4.1b L.4.1c L.4.1d L.4.1e L.4.1f L.4.1g</p>
L.4.2	<p>When writing:</p> <p><i>a. Demonstrate appropriate use of capitalization rules.</i> <i>b. Use commas and quotation marks to indicate direct speech and quotations for a text.</i> <i>c. Use a comma before a coordinating conjunction in a compound sentence.</i> <i>d. Consult reference materials as needed to check and correct spellings.</i></p>		<p>L.4.2a L.4.2b L.4.2c L.4.2d</p>
L.4.3	<p>Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <p><i>a. Choose words and phrases to convey ideas precisely.</i> <i>b. Choose punctuation for effect.</i> <i>c. Differentiate between formal and informal discourse patterns based on context.</i></p>	L.4.6	L.4.6
L.4.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies.</p> <p><i>a. Use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase.</i> <i>b. Use common affixes and roots as clues to the meaning of a word.</i> <i>c. Consult print and digital reference materials to find the pronunciation, and determine or clarify the pre-cise meaning of key words and phrases.</i> <i>d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions and that are basic to a particular topic.</i></p>	<p>L.4.4a L.4.4b L.4.4c</p>	<p>L.4.4a L.4.4b L.4.4c</p>
L.4.5	<p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p><i>a. Explain the meaning of simple similes and metaphors in context.</i> <i>b. Recognize and explain the meaning of common idioms, adages and proverbs.</i> <i>c. Demonstrate understanding of words by relating them to their synonyms and antonyms.</i></p>	<p>L.4.5a L.4.5b L.4.5c</p>	<p>L.4.5a L.4.5b L.4.5c</p>

Level 5 - ELA

Kentucky Academic Standards		Simple Solutions Standards	
Standard	Description	Reading	English Grammar & Mechanics
Reading Foundational Skills			
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words. <i>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to accurately read unfamiliar multisyllabic words.</i>		RF.5.3a
RF.5.4	Read fluently (accuracy, speed and prosody) on grade-level text to support comprehension. <i>a. Read grade-level text with purpose and understanding.</i> <i>b. Fluently read grade-level prose and poetry orally on successive readings.</i> <i>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</i>	Simple Solutions Reading 5 provides practice to meet this requirement.	Simple Solutions English Grammar & Mechanics 5 provides practice to meet this requirement.
Reading Standards for Literature			
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RL.5.1	
RL.5.2	Analyze how the theme is reflected in the text, including but not limited to poems, stories and dramas, and cite relevant implicit and explicit evidence to support thinking.	RL.5.2	
RL.5.3	Compare/contrast characters, settings or events in a story or drama, using specific details to analyze their interaction over the course of the text.	RL.5.3	
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including but not limited to allusions found in mythology, and analyze how those words and phrases shape meaning.	RL.5.4	
RL.5.5	Analyze and explain the overall structure of poems, stories and dramas in two or more texts, including but not limited to linear, nonlinear and circular structures.	RL.5.5	
RL.5.6	Describe how a narrator's or speaker's perspective influences how events are described.	RL.5.6	
RL.5.7	Analyze how visual and multimedia elements contribute to the meaning or tone of non-print texts.	RL.5.7	
RL.5.9	Compare/contrast stories in the same genre on their approaches to similar themes and topics.	RL.5.9	
RL.5.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.	RL.5.10	

Level 5 - ELA

Kentucky Academic Standards		Simple Solutions Standards	
Standard	Description	Reading	English Grammar & Mechanics
Reading Standards for Informational Text			
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RI.5.1	
RI.5.2	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence to support thinking.	RI.5.2	
RI.5.3	Explain the relationships or interactions between individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information over the course of a text.	RI.5.3	
RI.5.4	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and analyze how those words and phrases shape meaning.	RI.5.4	
RI.5.5	Compare/contrast the overall structure of events, ideas, concepts or information in two or more texts.	RI.5.5	RI.5.5
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective they represent.	RI.5.6	
RI.5.7	Analyze information from multiple print and non-print formats, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	RI.5.7	RI.4.7
RI.5.8	Explain how an author uses reasons and evidence to support particular claims in a text, identifying which reasons and evidence support which claim(s).	RI.5.8	
RI.5.9	Integrate information from several texts on the same theme or topic.	RI.5.9	
RI.5.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.	RI.5.10	

Level 5 - ELA

Kentucky Academic Standards		Simple Solutions Standards	
Standard	Description	Reading	English Grammar & Mechanics
Composition			
C.5.1	<p>Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer’s perspective with reasons and information.</p> <p><i>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</i></p> <p><i>b. 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.</i></p> <p><i>c. Provide logically ordered reasons that are supported by facts and details.</i></p> <p><i>d. Use grade-appropriate transitions.</i></p> <p><i>e. Provide a concluding section.</i></p> <p><i>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</i></p>	<p>W.5.1a</p> <p>W.5.1b</p> <p>W.5.1c</p> <p>W.5.1d</p> <p>W.5.4</p> <p>W.5.5</p>	
C.5.2	<p>Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.</p> <p><i>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</i></p> <p><i>b. Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting, illustrations and multimedia when useful to aiding comprehension.</i></p> <p><i>c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.</i></p> <p><i>d. Use grade-appropriate conjunctions to develop text structure within sentences.</i></p> <p><i>e. Use grade-appropriate transitions to develop text structure across paragraphs.</i></p> <p><i>f. Use precise language and domain-specific vocabulary to inform about or explain the topic.</i></p> <p><i>g. Provide a concluding section.</i></p> <p><i>h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</i></p>	<p>W.5.2a</p> <p>W.5.2b</p> <p>W.5.2c</p> <p>W.5.2d</p> <p>W.5.2e</p> <p>W.5.4</p> <p>W.5.5</p>	
C.5.3	<p>Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.</p> <p><i>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</i></p> <p><i>b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure.</i></p> <p><i>c. Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.</i></p> <p><i>d. Use a variety of conjunctions and transitional words, phrases and clauses to manage the sequence of events.</i></p> <p><i>e. Use concrete words and phrases and sensory details to convey experiences and events precisely.</i></p> <p><i>f. Provide a conclusion that follows the narrated experiences or events.</i></p> <p><i>g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</i></p>	<p>W.5.3a</p> <p>W.5.3b</p> <p>W.5.3c</p> <p>W.5.3d</p> <p>W.5.3e</p> <p>W.5.4</p> <p>W.5.5</p>	W.5.5
C.5.4	<p>With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.</p>	<p><i>Simple Solutions Reading 5 provides practice to meet this requirement with Writing Tasks.</i></p>	
C.5.5	<p>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p><i>Simple Solutions Reading 5 provides practice to meet this requirement with Writing Tasks.</i></p>	

Level 5 - ELA

Kentucky Academic Standards		Simple Solutions Standards	
Standard	Description	Reading	English Grammar & Mechanics
C.5.6	Summarize relevant information from experiences, or gather relevant information from multiple print and digital sources; summarize or paraphrase applicable information in notes and finished work and provide a list of sources.	W.5.9	<i>Simple Solutions English Grammar & Mechanics 5 provides practice to meet this requirement.</i>
C.5.7	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	W.5.10	<i>Simple Solutions English Grammar & Mechanics 5 provides practice to meet this requirement.</i>

Level 5 - ELA

Kentucky Academic Standards		Simple Solutions Standards	
Standard	Description	Reading	English Grammar & Mechanics
Language			
L.5.1	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. <i>a. Explain the function of conjunctions, prepositions and interjections in a grade-level text.</i> <i>b. Use the perfect verb tenses.</i> <i>c. Use verb tense to convey various times, sequences, states and conditions.</i> <i>d. Produce complete sentences, recognizing and correcting inappropriate shifts in verb tense.</i> <i>e. Use correlative conjunctions.</i>		L.5.1a L.5.1b L.5.1c L.5.1d L.5.1e
L.5.2	When writing: <i>a. Use punctuation to separate items in a series.</i> <i>b. Use a comma to separate an introductory element from the rest of the sentence.</i> <i>c. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence and to indicate direct address.</i> <i>d. Use underlining, quotation marks or italics to indicate titles of works.</i> <i>e. Use strategies and resources (print and electronic) to identify and correct spelling errors.</i>		L.5.2a L.5.2b L.5.2c L.5.2d L.5.2e
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading or listening. <i>a. Expand, combine and reduce sentences for meaning, reader/listener interest and style.</i> <i>b. Compare and contrast the varieties of English (e.g., dialects, registers, slang) used in stories, dramas or poems.</i>	Simple Solutions Reading 5 provides practice to meet this requirement.	L.5.3a
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies. <i>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</i> <i>b. Use common affixes and roots as clues to the meaning of a word.</i> <i>c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</i> <i>d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships.</i>	L.5.4a L.5.4b L.5.4c	L.5.4a L.5.4b L.5.4c
L.5.5	Demonstrate understanding of, figurative language, word relationships and nuances in word meanings. <i>a. Interpret figurative language, including similes and metaphors, in context.</i> <i>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</i> <i>c. Demonstrate understanding of words by relating them to their synonyms and antonyms.</i>	L.5.5a L.5.5b L.5.5c	L.5.5a L.5.5b L.5.5c

Level 6 - ELA

Kentucky Academic Standards		Simple Solutions Standards	
Standard	Description	Reading	English Grammar & Mechanics
<i>Reading Standards for Literature</i>			
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RL.6.1	
RL.6.2	Analyze how the theme is reflected in the text by citing particular details and/or providing an objective summary.	RL.6.2	
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes and determine how the characters respond or change as the plot moves toward a resolution.	RL.6.3	
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	RL.6.4	
RL.6.5	Analyze how a particular sentence, paragraph, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.	RL.6.5	
RL.6.6	Explain how an author develops the perspective of the narrator or speaker in a text.	RL.6.6	
RL.6.7	Compare/contrast reading a print text and viewing its visual/oral presentation.		
RL.6.9	Compare/contrast how various forms or genres of texts approach a similar theme or topic.	RL.6.9	
RL.6.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex literary texts independently and proficiently.	RL.6.10	

Level 6 - ELA

Kentucky Academic Standards		Simple Solutions Standards	
Standard	Description	Reading	English Grammar & Mechanics
Reading Standards for Informational Text			
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.6.1	RI.6.1
RI.6.2	Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary.	RI.6.2	RI.6.2
RI.6.3	Analyze in detail how an author develops a key individual, event or idea over the course of a text.	RI.6.3	
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.	RI.6.4	RI.6.4
RI.6.5	Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and contributes to the development of the ideas.	RI.6.5	
RI.6.6	Determine an author’s perspective and purpose in a text, and explain how it is conveyed in a text.	RI.6.6	RI.6.6
RI.6.7	Integrate information presented in print and non-print formats to develop a coherent understanding of a topic or issue.	RI.6.7	
RI.6.8	Identify and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from unsupported claims.	RI.6.8	RI.6.8
RI.6.9	Compare/contrast how two or more authors present similar events.	RI.6.9	
RI.6.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.	RI.6.10	

Level 6 - ELA

Kentucky Academic Standards		Simple Solutions Standards	
Standard	Description	Reading	English Grammar & Mechanics
Composition			
C.6.1	<p>Compose arguments to support claims with clear reasons and relevant evidence.</p> <p><i>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</i></p> <p><i>b. Introduce claim(s) and organize the reasons and evidence clearly.</i></p> <p><i>c. Support claim(s) with clear reasons and relevant evidence, using credible sources, acknowledging opposing claims, and demonstrating an understanding of the topic or text.</i></p> <p><i>d. Use words, phrase and clauses to clarify the relationships among claim(s) and reasons.</i></p> <p><i>e. Establish and maintain a formal style.</i></p> <p><i>f. Provide a concluding statement or section that follows from the argument presented.</i></p> <p><i>g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, re-writing or trying a new approach.</i></p>	<p>W.6.1a</p> <p>W.6.1b</p> <p>W.6.1c</p> <p>W.6.1d</p> <p>W.6.1e</p> <p>W.6.4</p> <p>W.6.5</p>	<p>W.6.2a</p> <p>W.6.5</p>
C.6.2	<p>Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.</p> <p><i>a. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</i></p> <p><i>b. Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.</i></p> <p><i>c. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.</i></p> <p><i>d. Use appropriate transitions to clarify the relationships among ideas and concepts.</i></p> <p><i>e. Use precise language and domain-specific vocabulary to inform about or explain the topic.</i></p> <p><i>f. Establish and maintain a formal style.</i></p> <p><i>g. Provide a concluding statement or section that follows from the information or explanation presented.</i></p> <p><i>h. With some guidance, develop and strengthen writing as needed by planning, revising, editing, re-writing, or trying a new approach, focusing on how well purpose and audience have been addressed.</i></p>	<p>W.6.2a</p> <p>W.6.2b</p> <p>W.6.2c</p> <p>W.6.2d</p> <p>W.6.2e</p> <p>W.6.2f</p> <p>W.6.4</p> <p>W.6.5</p>	<p>W.6.2a</p> <p>W.6.5</p>
C.6.3	<p>Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences.</p> <p><i>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</i></p> <p><i>b. Engage the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</i></p> <p><i>c. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and/or characters.</i></p> <p><i>d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.</i></p> <p><i>e. Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.</i></p> <p><i>f. Provide a conclusion that follows from the narrated experiences or events.</i></p> <p><i>g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</i></p>	<p>W.6.3a</p> <p>W.6.3b</p> <p>W.6.3c</p> <p>W.6.3d</p> <p>W.6.3e</p> <p>W.6.4</p> <p>W.6.5</p>	<p>W.6.2a</p> <p>W.6.5</p>
C.6.4	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.	<p>Simple Solutions Reading 6 provides practice to meet this requirement with Writing Tasks.</p>	
C.6.5	Conduct short research projects to answer a question, drawing on several sources.	<p>W.6.7</p>	

Level 6 - ELA

Kentucky Academic Standards		<i>Simple Solutions Standards</i>	
Standard	Description	Reading	English Grammar & Mechanics
C.6.6	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.	W.6.8	<i>Simple Solutions English Grammar & Mechanics 6 provides practice to meet this requirement.</i>
C.6.7	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	W.6.10	<i>Simple Solutions English Grammar & Mechanics 6 provides practice to meet this requirement.</i>

Level 6 - ELA

Kentucky Academic Standards		Simple Solutions Standards	
Standard	Description	Reading	English Grammar & Mechanics
Language			
L.6.1	In both written and oral expression: <i>a. Recognize vague pronouns and correct pronoun errors, including but not limited to subjective, objective, possessive and intensive pronouns.</i> <i>b. Recognize and correct inappropriate shifts in pronoun number and person.</i> <i>c. Recognize variations from standard English and implement strategies to improve expression in conventional language.</i>		L.6.1a L.6.1b L.6.1c L.6.1d
L.6.2	When writing: <i>a. Demonstrate appropriate use of punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</i> <i>b. Demonstrate appropriate use of strategies to identify and correct spelling errors.</i>		L.6.2a L.6.2b
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading or listening. <i>a. Vary sentence patterns for meaning, reader/listener interest and style.</i> <i>b. Maintain consistency in style and tone.</i>	Simple Solutions Reading 6 provides practice to meet this requirement with Writing Tasks.	L.6.3
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. <i>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</i> <i>b. Use Greek and Latin affixes and roots as clues to the meaning of a word.</i> <i>c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</i> <i>d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</i>	L.6.4a L.6.4b L.6.4c L.6.6	L.6.4a L.6.4b L.6.4 L.6.4d
L.6.5	Demonstrate understanding of, figurative language, word relationships and nuances in word meanings. <i>a. Interpret figurative language, including but not limited to personification, in context.</i> <i>b. Use the relationship between particular words to better understand each of the words.</i> <i>c. Distinguish among the connotations of words with similar denotations.</i>	L.6.5a L.6.5b L.6.5c	L.6.5a L.6.5b L.6.5c

Level 7 - ELA

Kentucky Academic Standards		Simple Solutions Standards	
Standard	Description	Reading	English Grammar & Mechanics
Reading Standards for Literature			
RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RL.7.1	
RL.7.2	Determine themes of a text and analyze their development through citing textual evidence, paraphrasing or summarizing.	RL.7.2	
RL.7.3	Analyze how particular elements of a story or drama influence one another.	RL.7.3	
RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a passage.	RL.7.4	
RL.7.5	Analyze how the form or structure of a drama, poem or prose text contributes to its meaning.	RL.7.5	
RL.7.6	Analyze how an author develops and contrasts the perspective of different characters or narrators in a text.	RL.7.6	
RL.7.7	Compare/contrast reading a print text and viewing its visual/oral presentation, analyzing the effects of techniques unique to each medium.		
RL.7.9	Compare/contrast a fictional portrayal and a historical account of the same period as a means to understand how authors use history.		
RL.7.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.	RL7.10	

Level 7 - ELA

Kentucky Academic Standards		Simple Solutions Standards	
Standard	Description	Reading	English Grammar & Mechanics
Reading Standards for Informational Text			
RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.7.1	
RI.7.2	Determine central ideas of a text and analyze their development through citing textual evidence, paraphrasing or summarizing.	RI.7.2	
RI.7.3	Analyze the interactions between individuals, events and ideas over the course of a text.	RI.7.3	
RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of word choices on meaning and tone.	RI.7.4	
RI.7.5	Analyze the structure an author uses to organize a text, including how the different sections contribute to the whole and to the development of the ideas.	RI.7.5	
RI.7.6	Determine an author’s perspective and purpose in a text, and analyze how the author distinguishes his or her position from that of others.	RI.7.6	
RI.7.7	Compare/contrast a print to a non-print version of a text, analyzing each media's portrayal of the subject and its impact on the audience.		
RI.7.8	Identify and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	RI.7.8	
RI.7.9	Analyze how two or more authors writing about the same topic present key information by emphasizing different evidence or advancing different interpretations of facts.		
RI.7.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.	RI.7.10	

Level 7 - ELA

Kentucky Academic Standards		Simple Solutions Standards	
Standard	Description	Reading	English Grammar & Mechanics
Composition			
C.7.1	<p>Compose arguments to support claims with clear reasons and relevant evidence.</p> <p><i>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</i></p> <p><i>b. Introduce claim(s), acknowledge opposing claims and counter/refute them and organize the reasons and evidence logically.</i></p> <p><i>c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</i></p> <p><i>d. Use transitions to create cohesion and clarify the relationships among claims.</i></p> <p><i>e. Establish and maintain a task appropriate writing style.</i></p> <p><i>f. Provide a concluding statement or section that supports the argument presented.</i></p> <p><i>g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, re-writing or trying a new approach, focusing on how well purpose and audience have been ad-dressed.</i></p>	<p>W.7.1a</p> <p>W.7.1b</p> <p>W.7.1c</p> <p>W.7.1d</p> <p>W.7.4</p> <p>W.7.5</p>	<p>W.7.2a</p> <p>W.7.5</p>
C.7.2	<p>Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and in-formation through the selection, organization and analysis of relevant content.</p> <p><i>a. Produce clear and coherent writing in which the development, organization and style are approprite to task, purpose and audience.</i></p> <p><i>b. Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multi-media when useful to aiding comprehension.</i></p> <p><i>c. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.</i></p> <p><i>d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</i></p> <p><i>e. Use precise language and domain-specific vocabulary to inform about or explain the topic.</i></p> <p><i>f. Establish and maintain a formal style.</i></p> <p><i>g. Provide a concluding statement or section that follows from and supports the information or explanation presented.</i></p> <p><i>h. With some guidance, develop and strengthen writing as needed by planning, revising, editing, re-writing or trying a new approach, focusing on how well purpose and audience have been addressed.</i></p>	<p>W.7.2a</p> <p>W.7.2b</p> <p>W.7.2c</p> <p>W.7.2d</p> <p>W.7.2e</p> <p>W.7.4</p> <p>W.7.5</p>	<p>W.7.2a</p> <p>W.7.5</p>
C.7.3	<p>Compose narratives to develop real or imagined experiences or multiple events, memories or ideas us-ing effective technique, relevant descriptive details and well-structured event sequences.</p> <p><i>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</i></p> <p><i>b. Engage the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</i></p> <p><i>c. Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events, and/or characters.</i></p> <p><i>d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.</i></p> <p><i>e. Use precise words, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</i></p> <p><i>f. Provide a conclusion that follows from and reflects on the narrated experiences or events.</i></p> <p><i>g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</i></p>	<p>W.7.3a</p> <p>W.7.3b</p> <p>W.7.3c</p> <p>W.7.3d</p> <p>W.7.3e</p> <p>W.7.4</p> <p>W.7.5</p>	<p>W.7.2a</p> <p>W.7.5</p>
C.7.4	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.	<p>Simple Solutions Reading 7 provides practice to meet this requirement with Writing Tasks.</p>	
C.7.5	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	<p>W.7.7</p>	

Level 7 - ELA

Kentucky Academic Standards		<i>Simple Solutions Standards</i>	
Standard	Description	Reading	English Grammar & Mechanics
C.7.6	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.	<i>Simple Solutions Reading 7 provides practice to meet this requirement with Writing Tasks.</i>	W.7.8
C.7.7	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	W.7.10	<i>Simple Solutions English Grammar & Mechanics 7 provides practice to meet this requirement.</i>

Level 7 - ELA

Kentucky Academic Standards		Simple Solutions Standards	
Standard	Description	Reading	English Grammar & Mechanics
Language			
L.7.1	In both written and oral expression: <i>a. Create sentences using correctly placed clauses and phrases.</i> <i>b. Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.</i>		L.7.1a L.7.1b L.7.1c
L.7.2	When writing: <i>a. Demonstrate appropriate use of a comma to separate coordinate adjectives.</i> <i>b. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.</i>		L.7.2a L.7.2b
L.7.3	Use knowledge of language and its conventions when writing, speaking, reading or listening. <i>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</i>	Simple Solutions Reading 7 provides practice to meet this requirement with Writing Tasks.	L.7.3a
L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies. <i>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</i> <i>b. Use Greek and Latin affixes and roots as clues to the meaning of a word</i> <i>c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</i> <i>d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</i>	L.7.4 L.7.4a L.7.4b L.7.4c L.7.4d	L.7.4a L.7.4b L.7.4c L.7.4d
L.7.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. <i>a. Interpret figurative language, including but not limited to allusions, in context.</i> <i>b. Use the relationship between particular words to improve understanding.</i> <i>c. Distinguish among the connotations of words with similar denotations.</i>	L.7.5 L.7.5a L.7.5b L.7.5c	L.7.5a L.7.5b L.7.5c

Level 8 - ELA

Kentucky Academic Standards		Simple Solutions Standards	
Standard	Description	Reading	English Grammar & Mechanics
Reading Standards for Literature			
RL.8.1	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RL.8.1	
RL.8.2	Determine themes of a text, and analyze how they are developed through relationships of characters, setting and plot, citing textual evidence, paraphrasing or summarizing.	RL.8.2	
RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character or provoke a decision.	RL.8.3	
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including but not limited to analogies or allusions to other texts.	RL.8.4	
RL.8.5	Compare/contrast the structure of two or more texts, and analyze how the differing structure of each text contributes to its meaning and style.		
RL.8.6	Analyze characters' and readers' perspectives and how the differences create effects, including but not limited to suspense, humor and empathy.	RL.8.6	
RL.8.7	Analyze the extent to which a filmed/live production of a story or drama stays faithful to or departs from the text or script, evaluating choices made by the director or actors.		
RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths, traditional stories or religious works, including describing how the material is rendered new.		
RL.8.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.	Simple Solutions Reading 8 provides practice to meet this requirement.	

Level 8 - ELA

Kentucky Academic Standards		Simple Solutions Standards	
Standard	Description	Reading	English Grammar & Mechanics
Reading Standards for Informational Text			
RI.8.1	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.8.1	
RI.8.2	Determine central ideas of a text, and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing.	RI.8.2	
RI.8.3	Analyze how an author uses comparisons, analogies or categories to make connections among and distinctions between ideas over the course of a text.	RI.8.3	
RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone.	RI.8.4	
RI.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	RI.8.5	
RI.8.6	Determine an author’s perspective and purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	RI.8.6	
RI.8.7	Evaluate the advantages and disadvantages of using print and non-print formats for presenting particular topics or ideas.		
RI.8.8	Identify and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	RI.8.8	
RI.8.9	Analyze two or more texts with conflicting information on the same topic and identify where the texts disagree in fact or interpretation.		
RI.8.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.	Simple Solutions Reading 8 provides practice to meet this requirement.	

Level 8 - ELA

Kentucky Academic Standards		Simple Solutions Standards	
Standard	Description	Reading	English Grammar & Mechanics
Composition			
C.8.1	<p>Compose arguments to support claims with clear reasons and relevant evidence.</p> <p><i>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</i></p> <p><i>b. Introduce claim(s), acknowledge and distinguish opposing claim(s) and counter/refute them, and organize the reasons and evidence logically.</i></p> <p><i>c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</i></p> <p><i>d. Use transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence.</i></p> <p><i>e. Establish and maintain a task appropriate writing style.</i></p> <p><i>f. Provide a concluding statement or section that supports the argument presented.</i></p> <p><i>g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, re-writing or trying a new approach, focusing on how well purpose and audience have been addressed.</i></p>	<p>W.8.1a W.8.1b W.8.1c W.8.1d W.8.4 W.8.5</p>	W.8.5
C.8.2	<p>Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and in-formation through the selection, organization and analysis of relevant content.</p> <p><i>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</i></p> <p><i>b. Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension.</i></p> <p><i>c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.</i></p> <p><i>d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</i></p> <p><i>e. Use precise language and domain-specific vocabulary to inform about or explain the topic.</i></p> <p><i>f. Establish and maintain a formal style.</i></p> <p><i>g. Provide a concluding statement or section that follows from and supports the information or explanation presented.</i></p> <p><i>h. With some guidance, develop and strengthen writing as needed by planning, revising, editing, re-writing or trying a new approach, focusing on how well purpose and audience have been addressed.</i></p>	<p>W.8.2a W.8.2b W.8.2c W.8.2d W.8.2e W.8.4 W.8.5</p>	W.8.5
C.8.3	<p>Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose.</p> <p><i>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</i></p> <p><i>b. Engage the reader by setting out a problem, situation or observation, establishing a point of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.</i></p> <p><i>c. Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events and/or characters.</i></p> <p><i>d. Use a variety of transitions to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events.</i></p> <p><i>e. Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.</i></p> <p><i>f. Provide a conclusion that connects the narrative's relevance to the intended purpose of the writing.</i></p> <p><i>g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</i></p>	<p>W.8.3a W.8.3b W.8.3c W.8.3d W.8.3e W.8.4 W.8.5</p>	W.8.5
C.8.4	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.	Simple Solutions Reading 8 provides practice to meet this requirement with Writing Tasks.	

Level 8 - ELA

Kentucky Academic Standards		Simple Solutions Standards	
Standard	Description	Reading	English Grammar & Mechanics
C.8.5	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating new avenues for inquiry.	W.8.7	
C.8.6	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others while avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.	W.8.8	W.8.8
C.8.7	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	W.8.10	<i>Simple Solutions English Grammar & Mechanics 8 provides practice to meet this requirement.</i>

Level 8 - ELA

Kentucky Academic Standards		Simple Solutions Standards	
Standard	Description	Reading	English Grammar & Mechanics
Language			
L.8.1	<p>In both written and oral expression:</p> <p><i>a. Identify verbals correctly based on their intended function.</i></p> <p><i>b. Demonstrate appropriate use of verbs in the active and passive voice.</i></p> <p><i>c. Demonstrate appropriate use of verbs in the indicative, imperative, interrogative, conditional and subjunctive mood, while recognizing and correcting inappropriate shifts.</i></p>		<p>L.8.1a</p> <p>L.8.1b</p> <p>L.8.1c</p> <p>L.8.1d</p>
L.8.2	<p>When writing:</p> <p><i>a. Demonstrate appropriate use of punctuation to indicate a pause or break.</i></p> <p><i>b. Demonstrate appropriate use of an ellipsis to indicate an omission.</i></p> <p><i>c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.</i></p>		<p>L.8.2a</p> <p>L.8.2b</p> <p>L.8.2c</p>
L.8.3	<p>Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <p><i>a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty or describing a state contrary to fact).</i></p>		L.8.3
L.8.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies.</p> <p><i>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</i></p> <p><i>b. Use Greek and Latin affixes and roots as clues to the meaning of a word.</i></p> <p><i>c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</i></p> <p><i>d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</i></p>	L.8.4	<p>L.8.4a</p> <p>L.8.4b</p>
L.8.5	<p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p><i>a. Interpret figurative language, including but not limited to irony, in context.</i></p> <p><i>b. Use the relationship between particular words to better understand each of the words.</i></p> <p><i>c. Distinguish among the connotations of words with similar denotations.</i></p>	L.8.5	<p>L.8.5a</p> <p>L.8.5b</p> <p>L.8.5c</p>