Main Criteria: Classroom Supplement and Lesson Plans - First Grade

Secondary Criteria: Kentucky Academic Standards

Subject: Language Arts

Grade: 1

Classroom Supplement and Lesson Plans - First Grade

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Kentucky Academic Standards

Language Arts

Grade **1** - Adopted: **2019**

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Print Concepts
STANDARD / ORGANIZER	RF.1.1.	Demonstrate understanding of the organization and basic features of print to aid in comprehension.
EXPECTATION	RF.1.1.a.	Recognize the distinguishing features of a sentence including first word, capitalization, spacing and end-ing punctuation.

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Phonological Awareness
STANDARD / ORGANIZER	RF.1.2.	Demonstrate understanding of spoken words, syllables and sounds (phonemes).
EXPECTATION	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Phonics and Word Recognition
STANDARD / ORGANIZER	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	RF.1.4.	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.
EXPECTATION	RF.1.4.a.	Read grade-level text with purpose and understanding.

STRAND		Reading Standards for Literature—Grade 1

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.3	Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.
EXPECTATION	RL.1.3.	Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.

STRAND — Reading Standards for Literature—Grade 1

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.

STRAND — Reading Standards for Literature—Grade 1

CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.R.7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.
EXPECTATION	RL.1.7.	Use a story's illustrations and details to describe its characters, setting and events.

STRAND — Reading Standards for Informational Text—Grade 1

CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.R.7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.
EXPECTATION	RI.1.7.	Use the visuals and details in a text to describe its key ideas.

STRAND — Composition—Grade 1

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.1.1.	Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.
INDICATOR	C.1.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND — Composition—Grade 1

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.1.3.	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.

INDICATOR	C.1.3.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND		Language—Grade 1
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.1.1.	When writing or speaking, demonstrate appropriate use of:
INDICATOR	L.1.1.a.	common, proper and possessive nouns in a sentence.
INDICATOR	L.1.1.e.	frequently occurring adjectives in a sentence.

STRAND		Language—Grade 1
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.1.2.	When writing:
INDICATOR	L.1.2.b.	Demonstrate appropriate use of end punctuation.

STRAND		Language—Grade 1
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.1.4.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.

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Kentucky Academic Standards

Language Arts

Grade 1 - Adopted: 2019

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Print Concepts
STANDARD / ORGANIZER	RF.1.1.	Demonstrate understanding of the organization and basic features of print to aid in comprehension.
EXPECTATION	RF.1.1.a.	Recognize the distinguishing features of a sentence including first word, capitalization, spacing and end-ing punctuation.

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	RF.1.4.	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.
EXPECTATION	RF.1.4.a.	Read grade-level text with purpose and understanding.

STRAND		Reading Standards for Literature—Grade 1
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.

STRAND		Composition—Grade 1
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.1.1.	Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.
INDICATOR	C.1.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND		Composition—Grade 1
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.1.2.	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.
INDICATOR	C.1.2.b.	Introduce the topic.

STRAND		Composition—Grade 1
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.1.3.	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.
INDICATOR	C.1.3.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND		Language—Grade 1
CATEGORY / GOAL		**Conventions of Standard English**
STANDARD / ORGANIZER	**GP.L.1**	**Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.**
EXPECTATION	**L.1.1.**	**When writing or speaking, demonstrate appropriate use of:**
INDICATOR	L.1.1.a.	common, proper and possessive nouns in a sentence.
INDICATOR	L.1.1.e.	frequently occurring adjectives in a sentence.

STRAND		Language—Grade 1
CATEGORY / GOAL		**Conventions of Standard English**
STANDARD / ORGANIZER	**GP.L.2**	**Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.**
EXPECTATION	**L.1.2.**	**When writing:**
INDICATOR	L.1.2.b.	Demonstrate appropriate use of end punctuation.

STRAND		Language—Grade 1
CATEGORY / GOAL		**Vocabulary Acquisition and Use**
STANDARD / ORGANIZER	**GP.L.4**	**Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.**
EXPECTATION	**L.1.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.**
INDICATOR	L.1.4.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.

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Kentucky Academic Standards

Language Arts

Grade **1** - Adopted: **2019**

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		**Phonological Awareness**
STANDARD / ORGANIZER	**RF.1.2.**	**Demonstrate understanding of spoken words, syllables and sounds (phonemes).**
EXPECTATION	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
EXPECTATION	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

EXPECTATION	RF.1.2.c.	Construct and deconstruct spoken single syllable words into initial, medial vowel and final sounds (phonemes).

STRAND	**Reading Foundational Skills—Grade 1**

CATEGORY / GOAL		**Phonics and Word Recognition**
STANDARD / ORGANIZER	**RF.1.3.**	**Know and apply grade-level phonics and word analysis skills in decoding words.**
EXPECTATION	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
EXPECTATION	RF.1.3.f.	Read words with inflectional endings.

STRAND	**Reading Foundational Skills—Grade 1**

CATEGORY / GOAL		**Fluency**
STANDARD / ORGANIZER	**RF.1.4.**	**Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.**
EXPECTATION	RF.1.4.b.	Orally read grade-level text fluently on successive readings.

STRAND	**Reading Standards for Literature—Grade 1**

CATEGORY / GOAL		**Key Ideas and Details**
STANDARD / ORGANIZER	**GP.R.3**	**Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.**
EXPECTATION	RL.1.3.	Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.

STRAND	**Reading Standards for Literature—Grade 1**

CATEGORY / GOAL		**Craft and Structure**
STANDARD / ORGANIZER	**GP.R.4**	**Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.**
EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.

STRAND	**Reading Standards for Literature—Grade 1**

CATEGORY / GOAL		**Integration of Knowledge and Ideas**
STANDARD / ORGANIZER	**GP.R.7**	**Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.**
EXPECTATION	RL.1.7.	Use a story's illustrations and details to describe its characters, setting and events.

STRAND	**Handwriting—Grade 1**

CATEGORY / GOAL		**Progression**

STANDARD / ORGANIZER	HW.1.1.	Legibly print all upper- and lowercase letters and numerals with correct form.

STRAND		**Composition—Grade 1**
CATEGORY / GOAL		**Text Types and Purposes**
STANDARD / ORGANIZER	**GP.W.1**	**Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	**C.1.1.**	**Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.**
INDICATOR	C.1.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND		**Composition—Grade 1**
CATEGORY / GOAL		**Text Types and Purposes**
STANDARD / ORGANIZER	**GP.W.3**	**Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.**
EXPECTATION	**C.1.3.**	**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.**
INDICATOR	C.1.3.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND		**Language—Grade 1**
CATEGORY / GOAL		**Conventions of Standard English**
STANDARD / ORGANIZER	**GP.L.1**	**Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.**
EXPECTATION	**L.1.1.**	**When writing or speaking, demonstrate appropriate use of:**
INDICATOR	L.1.1.a.	common, proper and possessive nouns in a sentence.

STRAND		**Language—Grade 1**
CATEGORY / GOAL		**Conventions of Standard English**
STANDARD / ORGANIZER	**GP.L.2**	**Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.**
EXPECTATION	**L.1.2.**	**When writing:**
INDICATOR	L.1.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

STRAND		**Language—Grade 1**
CATEGORY / GOAL		**Vocabulary Acquisition and Use**
STANDARD / ORGANIZER	**GP.L.4**	**Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.**

EXPECTATION	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.1.4.c.	With guidance and support, identify frequently occurring root words and their inflectional forms.
INDICATOR	L.1.4.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.

STRAND		Language—Grade 1
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.5	Students will demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.1.5.a.	Sort words into categories to classify relationships and to gain a sense of the concepts the categories represent.
INDICATOR	L.1.5.b.	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
INDICATOR	L.1.5.c.	Demonstrate understanding of words by relating them to their synonyms and antonyms.

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Kentucky Academic Standards

Language Arts

Grade 1 - Adopted: 2019

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Print Concepts
STANDARD / ORGANIZER	RF.1.1.	Demonstrate understanding of the organization and basic features of print to aid in comprehension.
EXPECTATION	RF.1.1.a.	Recognize the distinguishing features of a sentence including first word, capitalization, spacing and end-ing punctuation.

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Phonological Awareness
STANDARD / ORGANIZER	RF.1.2.	Demonstrate understanding of spoken words, syllables and sounds (phonemes).
EXPECTATION	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
EXPECTATION	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

STRAND		Reading Foundational Skills—Grade 1

CATEGORY / GOAL		Phonics and Word Recognition
STANDARD / ORGANIZER	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
EXPECTATION	RF.1.3.d.	Demonstrate knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
EXPECTATION	RF.1.3.e.	With adult support, decode two-syllable words by breaking the words into syllables.

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	RF.1.4.	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.
EXPECTATION	RF.1.4.a.	Read grade-level text with purpose and understanding.

STRAND		Reading Standards for Literature—Grade 1
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.3	Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.
EXPECTATION	RL.1.3.	Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.

STRAND		Reading Standards for Literature—Grade 1
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.

STRAND		Handwriting—Grade 1
CATEGORY / GOAL		Progression
STANDARD / ORGANIZER	HW.1.1.	Legibly print all upper- and lowercase letters and numerals with correct form.

STRAND		Composition—Grade 1
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.1.1.	Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.

INDICATOR	C.1.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND		Composition—Grade 1
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.1.3.	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.
INDICATOR	C.1.3.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND		Language—Grade 1
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.1.1.	When writing or speaking, demonstrate appropriate use of:
INDICATOR	L.1.1.a.	common, proper and possessive nouns in a sentence.

STRAND		Language—Grade 1
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.1.2.	When writing:
INDICATOR	L.1.2.b.	Demonstrate appropriate use of end punctuation.
INDICATOR	L.1.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

STRAND		Language—Grade 1
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.1.4.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.

STRAND		Language—Grade 1
CATEGORY / GOAL		Vocabulary Acquisition and Use

STANDARD / ORGANIZER	GP.L.5	**Students will demonstrate understanding of word relationships and nuances in word meanings.**
EXPECTATION	**L.1.5.**	**With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.**
INDICATOR	L.1.5.a.	Sort words into categories to classify relationships and to gain a sense of the concepts the categories represent.
INDICATOR	L.1.5.b.	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
INDICATOR	L.1.5.c.	Demonstrate understanding of words by relating them to their synonyms and antonyms.

Week 03: Pre-Writng, p. 49-55

Kentucky Academic Standards

Language Arts

Grade **1** - Adopted: **2019**

STRAND		Reading Standards for Literature—Grade 1
CATEGORY / GOAL		**Key Ideas and Details**
STANDARD / ORGANIZER	**GP.R.3**	**Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.**
EXPECTATION	RL.1.3.	Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.

STRAND		Reading Standards for Literature—Grade 1
CATEGORY / GOAL		**Craft and Structure**
STANDARD / ORGANIZER	**GP.R.4**	**Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.**
EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.

STRAND		Handwriting—Grade 1
CATEGORY / GOAL		**Progression**
STANDARD / ORGANIZER	HW.1.1.	Legibly print all upper- and lowercase letters and numerals with correct form.

STRAND		Composition—Grade 1
CATEGORY / GOAL		**Text Types and Purposes**
STANDARD / ORGANIZER	**GP.W.1**	**Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	**C.1.1.**	**Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.**

INDICATOR	C.1.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND		Composition—Grade 1

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.1.3.	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.

INDICATOR	C.1.3.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND		Language—Grade 1

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.1.1.	When writing or speaking, demonstrate appropriate use of:

INDICATOR	L.1.1.a.	common, proper and possessive nouns in a sentence.

INDICATOR	L.1.1.b.	singular and plural nouns with matching verbs in basic sentences.

INDICATOR	L.1.1.e.	frequently occurring adjectives in a sentence.

STRAND		Language—Grade 1

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.1.2.	When writing:

INDICATOR	L.1.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

STRAND		Language—Grade 1

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.1.4.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.

STRAND		Language—Grade 1

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.5	Students will demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.1.5.c.	Demonstrate understanding of words by relating them to their synonyms and antonyms.

Week 04: Pre-Writing, p. 57-63

Kentucky Academic Standards

Language Arts

Grade **1** - Adopted: **2019**

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Phonological Awareness
STANDARD / ORGANIZER	RF.1.2.	Demonstrate understanding of spoken words, syllables and sounds (phonemes).
EXPECTATION	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
EXPECTATION	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Phonics and Word Recognition
STANDARD / ORGANIZER	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.

STRAND		Reading Standards for Literature—Grade 1
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.3	Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.
EXPECTATION	RL.1.3.	Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.

STRAND		Reading Standards for Literature—Grade 1
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.

STRAND		Reading Standards for Literature—Grade 1
CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.R.7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.
EXPECTATION	RL.1.7.	Use a story's illustrations and details to describe its characters, setting and events.

STRAND		Handwriting—Grade 1
CATEGORY / GOAL		Progression
STANDARD / ORGANIZER	HW.1.1.	Legibly print all upper- and lowercase letters and numerals with correct form.

STRAND		Language—Grade 1
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.1.1.	When writing or speaking, demonstrate appropriate use of:
INDICATOR	L.1.1.a.	common, proper and possessive nouns in a sentence.
INDICATOR	L.1.1.b.	singular and plural nouns with matching verbs in basic sentences.
INDICATOR	L.1.1.e.	frequently occurring adjectives in a sentence.

STRAND		Language—Grade 1
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.1.4.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.

STRAND		Language—Grade 1
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.5	Students will demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

INDICATOR	L.1.5.c.	Demonstrate understanding of words by relating them to their synonyms and antonyms.

<div style="text-align:center; border:1px dashed; background:#d4f5f0;">Week 05: Pre-Writing, p. 65-71</div>

Kentucky Academic Standards

Language Arts

Grade **1** - Adopted: **2019**

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		**Print Concepts**
STANDARD / ORGANIZER	**RF.1.1.**	**Demonstrate understanding of the organization and basic features of print to aid in comprehension.**
EXPECTATION	RF.1.1.a.	Recognize the distinguishing features of a sentence including first word, capitalization, spacing and end-ing punctuation.

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		**Phonological Awareness**
STANDARD / ORGANIZER	**RF.1.2.**	**Demonstrate understanding of spoken words, syllables and sounds (phonemes).**
EXPECTATION	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		**Phonics and Word Recognition**
STANDARD / ORGANIZER	**RF.1.3.**	**Know and apply grade-level phonics and word analysis skills in decoding words.**
EXPECTATION	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.

STRAND		Reading Standards for Literature—Grade 1
CATEGORY / GOAL		**Key Ideas and Details**
STANDARD / ORGANIZER	**GP.R.3**	**Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.**
EXPECTATION	RL.1.3.	Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.

STRAND		Reading Standards for Literature—Grade 1
CATEGORY / GOAL		**Craft and Structure**
STANDARD / ORGANIZER	**GP.R.4**	**Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.**

EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.

STRAND		**Reading Standards for Literature—Grade 1**
CATEGORY / GOAL		**Integration of Knowledge and Ideas**
STANDARD / ORGANIZER	**GP.R.7**	**Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.**
EXPECTATION	RL.1.7.	Use a story's illustrations and details to describe its characters, setting and events.

STRAND		**Handwriting—Grade 1**
CATEGORY / GOAL		**Progression**
STANDARD / ORGANIZER	HW.1.1.	Legibly print all upper- and lowercase letters and numerals with correct form.

STRAND		**Composition—Grade 1**
CATEGORY / GOAL		**Text Types and Purposes**
STANDARD / ORGANIZER	**GP.W.1**	**Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	**C.1.1.**	**Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.**
INDICATOR	C.1.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND		**Composition—Grade 1**
CATEGORY / GOAL		**Text Types and Purposes**
STANDARD / ORGANIZER	**GP.W.3**	**Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.**
EXPECTATION	**C.1.3.**	**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.**
INDICATOR	C.1.3.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND		**Language—Grade 1**
CATEGORY / GOAL		**Conventions of Standard English**
STANDARD / ORGANIZER	**GP.L.1**	**Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.**
EXPECTATION	**L.1.1.**	**When writing or speaking, demonstrate appropriate use of:**
INDICATOR	L.1.1.a.	common, proper and possessive nouns in a sentence.
INDICATOR	L.1.1.e.	frequently occurring adjectives in a sentence.

INDICATOR	L.1.1.g.	frequently occurring prepositions in a sentence.

STRAND		Language—Grade 1
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.1.2.	When writing:
INDICATOR	L.1.2.a.	Capitalize proper nouns, including but not limited to dates and names of people.

STRAND		Language—Grade 1
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.1.4.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.

STRAND		Language—Grade 1
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.5	Students will demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.1.5.a.	Sort words into categories to classify relationships and to gain a sense of the concepts the categories represent.
INDICATOR	L.1.5.b.	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

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Kentucky Academic Standards

Language Arts

Grade **1** - Adopted: **2019**

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Print Concepts
STANDARD / ORGANIZER	RF.1.1.	Demonstrate understanding of the organization and basic features of print to aid in comprehension.

EXPECTATION	RF.1.1.a.	Recognize the distinguishing features of a sentence including first word, capitalization, spacing and end-ing punctuation.

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Phonological Awareness
STANDARD / ORGANIZER	RF.1.2.	Demonstrate understanding of spoken words, syllables and sounds (phonemes).

EXPECTATION	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Phonics and Word Recognition
STANDARD / ORGANIZER	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

EXPECTATION	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.

EXPECTATION	RF.1.3.d.	Demonstrate knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

EXPECTATION	RF.1.3.e.	With adult support, decode two-syllable words by breaking the words into syllables.

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	RF.1.4.	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.

EXPECTATION	RF.1.4.a.	Read grade-level text with purpose and understanding.

STRAND		Reading Standards for Literature—Grade 1
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.3	Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.
EXPECTATION	RL.1.3.	Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.

STRAND		Reading Standards for Literature—Grade 1
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.

STRAND		Reading Standards for Literature—Grade 1
CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.R.7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.
EXPECTATION	RL.1.7.	Use a story's illustrations and details to describe its characters, setting and events.

STRAND		Language—Grade 1
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.1.1.	When writing or speaking, demonstrate appropriate use of:
INDICATOR	L.1.1.a.	common, proper and possessive nouns in a sentence.
INDICATOR	L.1.1.b.	singular and plural nouns with matching verbs in basic sentences.
INDICATOR	L.1.1.e.	frequently occurring adjectives in a sentence.
INDICATOR	L.1.1.g.	frequently occurring prepositions in a sentence.

STRAND		Language—Grade 1
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.1.2.	When writing:
INDICATOR	L.1.2.b.	Demonstrate appropriate use of end punctuation.

STRAND		Language—Grade 1
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.1.4.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.

STRAND		Language—Grade 1
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.5	Students will demonstrate understanding of word relationships and nuances in word meanings.

EXPECTATION	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.1.5.c.	Demonstrate understanding of words by relating them to their synonyms and antonyms.

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Kentucky Academic Standards

Language Arts

Grade **1** - Adopted: **2019**

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Print Concepts
STANDARD / ORGANIZER	RF.1.1.	Demonstrate understanding of the organization and basic features of print to aid in comprehension.
EXPECTATION	RF.1.1.a.	Recognize the distinguishing features of a sentence including first word, capitalization, spacing and end-ing punctuation.

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Phonological Awareness
STANDARD / ORGANIZER	RF.1.2.	Demonstrate understanding of spoken words, syllables and sounds (phonemes).
EXPECTATION	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	RF.1.4.	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.
EXPECTATION	RF.1.4.a.	Read grade-level text with purpose and understanding.

STRAND		Reading Standards for Literature—Grade 1
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.3	Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.
EXPECTATION	RL.1.3.	Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.

STRAND		Reading Standards for Literature—Grade 1
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.

STRAND		Reading Standards for Literature—Grade 1
CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.R.7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.
EXPECTATION	RL.1.7.	Use a story's illustrations and details to describe its characters, setting and events.

STRAND		Language—Grade 1
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.1.1.	When writing or speaking, demonstrate appropriate use of:
INDICATOR	L.1.1.a.	common, proper and possessive nouns in a sentence.
INDICATOR	L.1.1.e.	frequently occurring adjectives in a sentence.

STRAND		Language—Grade 1
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.1.2.	When writing:
INDICATOR	L.1.2.b.	Demonstrate appropriate use of end punctuation.

STRAND		Language—Grade 1
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.1.4.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.

STRAND		Language—Grade 1
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.5	Students will demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

| INDICATOR | L.1.5.c. | Demonstrate understanding of words by relating them to their synonyms and antonyms. |

Kentucky Academic Standards

Language Arts

Grade **1** - Adopted: **2019**

STRAND		**Reading Foundational Skills—Grade 1**
CATEGORY / GOAL		**Print Concepts**
STANDARD / ORGANIZER	**RF.1.1.**	**Demonstrate understanding of the organization and basic features of print to aid in comprehension.**
EXPECTATION	RF.1.1.a.	Recognize the distinguishing features of a sentence including first word, capitalization, spacing and end-ing punctuation.

STRAND		**Reading Foundational Skills—Grade 1**
CATEGORY / GOAL		**Phonological Awareness**
STANDARD / ORGANIZER	**RF.1.2.**	**Demonstrate understanding of spoken words, syllables and sounds (phonemes).**
EXPECTATION	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

STRAND		**Reading Foundational Skills—Grade 1**
CATEGORY / GOAL		**Phonics and Word Recognition**
STANDARD / ORGANIZER	**RF.1.3.**	**Know and apply grade-level phonics and word analysis skills in decoding words.**
EXPECTATION	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
EXPECTATION	RF.1.3.f.	Read words with inflectional endings.

STRAND		**Reading Foundational Skills—Grade 1**
CATEGORY / GOAL		**Fluency**
STANDARD / ORGANIZER	**RF.1.4.**	**Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.**
EXPECTATION	RF.1.4.b.	Orally read grade-level text fluently on successive readings.

STRAND		**Reading Standards for Literature—Grade 1**
CATEGORY / GOAL		**Key Ideas and Details**
STANDARD / ORGANIZER	**GP.R.3**	**Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.**

EXPECTATION	RL.1.3.	Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.

STRAND		Reading Standards for Literature—Grade 1
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.

STRAND		Reading Standards for Literature—Grade 1
CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.R.7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.
EXPECTATION	RL.1.7.	Use a story's illustrations and details to describe its characters, setting and events.

STRAND		Handwriting—Grade 1
CATEGORY / GOAL		Progression
STANDARD / ORGANIZER	HW.1.1.	Legibly print all upper- and lowercase letters and numerals with correct form.

STRAND		Composition—Grade 1
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.1.1.	Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.
INDICATOR	C.1.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND		Composition—Grade 1
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.1.3.	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.
INDICATOR	C.1.3.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND		Language—Grade 1

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.1.1.	When writing or speaking, demonstrate appropriate use of:
INDICATOR	L.1.1.a.	common, proper and possessive nouns in a sentence.
INDICATOR	L.1.1.e.	frequently occurring adjectives in a sentence.
INDICATOR	L.1.1.g.	frequently occurring prepositions in a sentence.

STRAND   **Language—Grade 1**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.1.2.	When writing:
INDICATOR	L.1.2.b.	Demonstrate appropriate use of end punctuation.

STRAND   **Language—Grade 1**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.1.4.c.	With guidance and support, identify frequently occurring root words and their inflectional forms.
INDICATOR	L.1.4.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.

STRAND   **Language—Grade 1**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.5	Students will demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.1.5.c.	Demonstrate understanding of words by relating them to their synonyms and antonyms.

Week 09: Introduction to Unit 2 Writing from Notes, p. 99-107

Kentucky Academic Standards

Language Arts

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		**Print Concepts**
STANDARD / ORGANIZER	**RF.1.1.**	**Demonstrate understanding of the organization and basic features of print to aid in comprehension.**
EXPECTATION	RF.1.1.a.	Recognize the distinguishing features of a sentence including first word, capitalization, spacing and end-ing punctuation.

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		**Phonological Awareness**
STANDARD / ORGANIZER	**RF.1.2.**	**Demonstrate understanding of spoken words, syllables and sounds (phonemes).**
EXPECTATION	RF.1.2.c.	Construct and deconstruct spoken single syllable words into initial, medial vowel and final sounds (phonemes).

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		**Fluency**
STANDARD / ORGANIZER	**RF.1.4.**	**Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.**
EXPECTATION	RF.1.4.a.	Read grade-level text with purpose and understanding.

STRAND		Reading Standards for Literature—Grade 1
CATEGORY / GOAL		**Craft and Structure**
STANDARD / ORGANIZER	**GP.R.4**	**Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.**
EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.

STRAND		Reading Standards for Literature—Grade 1
CATEGORY / GOAL		**Integration of Knowledge and Ideas**
STANDARD / ORGANIZER	**GP.R.7**	**Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.**
EXPECTATION	RL.1.7.	Use a story's illustrations and details to describe its characters, setting and events.

STRAND		Handwriting—Grade 1
CATEGORY / GOAL		**Progression**
STANDARD / ORGANIZER	HW.1.1.	Legibly print all upper- and lowercase letters and numerals with correct form.

STRAND		Composition—Grade 1

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.1.1.	Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.
INDICATOR	C.1.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND		Composition—Grade 1

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.1.3.	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.
INDICATOR	C.1.3.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND		Language—Grade 1

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.1.1.	When writing or speaking, demonstrate appropriate use of:
INDICATOR	L.1.1.a.	common, proper and possessive nouns in a sentence.
INDICATOR	L.1.1.e.	frequently occurring adjectives in a sentence.
INDICATOR	L.1.1.g.	frequently occurring prepositions in a sentence.

STRAND		Language—Grade 1

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.1.2.	When writing:
INDICATOR	L.1.2.b.	Demonstrate appropriate use of end punctuation.

STRAND		Language—Grade 1

CATEGORY / GOAL		Vocabulary Acquisition and Use

STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.1.4.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.

Week 10: Unit 2 Writing from Notes, p. 109-115

Kentucky Academic Standards

Language Arts

Grade 1 - Adopted: 2019

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Print Concepts
STANDARD / ORGANIZER	RF.1.1.	Demonstrate understanding of the organization and basic features of print to aid in comprehension.
EXPECTATION	RF.1.1.a.	Recognize the distinguishing features of a sentence including first word, capitalization, spacing and end-ing punctuation.

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Phonics and Word Recognition
STANDARD / ORGANIZER	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.1.3.d.	Demonstrate knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
EXPECTATION	RF.1.3.e.	With adult support, decode two-syllable words by breaking the words into syllables.

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	RF.1.4.	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.
EXPECTATION	RF.1.4.a.	Read grade-level text with purpose and understanding.

STRAND		Reading Standards for Literature—Grade 1
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.3	Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.
EXPECTATION	RL.1.3.	Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.

STRAND		Reading Standards for Literature—Grade 1
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.

STRAND		Handwriting—Grade 1
CATEGORY / GOAL		Progression
STANDARD / ORGANIZER	HW.1.1.	Legibly print all upper- and lowercase letters and numerals with correct form.

STRAND		Composition—Grade 1
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.1.1.	Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.
INDICATOR	C.1.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND		Composition—Grade 1
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.1.3.	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.
INDICATOR	C.1.3.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND		Language—Grade 1
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.1.1.	When writing or speaking, demonstrate appropriate use of:
INDICATOR	L.1.1.a.	common, proper and possessive nouns in a sentence.
INDICATOR	L.1.1.b.	singular and plural nouns with matching verbs in basic sentences.

INDICATOR	L.1.1.e.	frequently occurring adjectives in a sentence.

STRAND		**Language—Grade 1**
CATEGORY / GOAL		**Conventions of Standard English**
STANDARD / ORGANIZER	**GP.L.2**	**Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.**
EXPECTATION	**L.1.2.**	**When writing:**
INDICATOR	L.1.2.a.	Capitalize proper nouns, including but not limited to dates and names of people.
INDICATOR	L.1.2.b.	Demonstrate appropriate use of end punctuation.

STRAND		**Language—Grade 1**
CATEGORY / GOAL		**Vocabulary Acquisition and Use**
STANDARD / ORGANIZER	**GP.L.4**	**Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.**
EXPECTATION	**L.1.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.**
INDICATOR	L.1.4.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.

STRAND		**Language—Grade 1**
CATEGORY / GOAL		**Vocabulary Acquisition and Use**
STANDARD / ORGANIZER	**GP.L.5**	**Students will demonstrate understanding of word relationships and nuances in word meanings.**
EXPECTATION	**L.1.5.**	**With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.**
INDICATOR	L.1.5.c.	Demonstrate understanding of words by relating them to their synonyms and antonyms.

Week 11: Unit 2 Writing from Notes, p. 117-123

Kentucky Academic Standards

Language Arts

Grade **1** - Adopted: **2019**

STRAND		**Reading Foundational Skills—Grade 1**
CATEGORY / GOAL		**Print Concepts**
STANDARD / ORGANIZER	**RF.1.1.**	**Demonstrate understanding of the organization and basic features of print to aid in comprehension.**
EXPECTATION	RF.1.1.a.	Recognize the distinguishing features of a sentence including first word, capitalization, spacing and end-ing punctuation.

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Phonological Awareness
STANDARD / ORGANIZER	RF.1.2.	Demonstrate understanding of spoken words, syllables and sounds (phonemes).
EXPECTATION	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
EXPECTATION	RF.1.2.c.	Construct and deconstruct spoken single syllable words into initial, medial vowel and final sounds (phonemes).

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Phonics and Word Recognition
STANDARD / ORGANIZER	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	RF.1.4.	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.
EXPECTATION	RF.1.4.a.	Read grade-level text with purpose and understanding.

STRAND		Reading Standards for Literature—Grade 1
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.3	Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.
EXPECTATION	RL.1.3.	Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.

STRAND		Reading Standards for Literature—Grade 1
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.

STRAND		Handwriting—Grade 1
CATEGORY / GOAL		Progression

STANDARD / ORGANIZER	HW.1.1.	Legibly print all upper- and lowercase letters and numerals with correct form.

STRAND		Composition—Grade 1

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.1.1.	Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.
INDICATOR	C.1.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND		Composition—Grade 1

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.1.3.	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.
INDICATOR	C.1.3.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND		Language—Grade 1

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.1.1.	When writing or speaking, demonstrate appropriate use of:
INDICATOR	L.1.1.a.	common, proper and possessive nouns in a sentence.
INDICATOR	L.1.1.e.	frequently occurring adjectives in a sentence.

STRAND		Language—Grade 1

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.1.2.	When writing:
INDICATOR	L.1.2.b.	Demonstrate appropriate use of end punctuation.

STRAND		Language—Grade 1

CATEGORY / GOAL		Vocabulary Acquisition and Use

STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.1.4.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.

Week 12: Unit 2 Writing from Notes, p. 125-132

Kentucky Academic Standards

Language Arts

Grade 1 - Adopted: 2019

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Print Concepts
STANDARD / ORGANIZER	RF.1.1.	Demonstrate understanding of the organization and basic features of print to aid in comprehension.
EXPECTATION	RF.1.1.a.	Recognize the distinguishing features of a sentence including first word, capitalization, spacing and end-ing punctuation.

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Phonological Awareness
STANDARD / ORGANIZER	RF.1.2.	Demonstrate understanding of spoken words, syllables and sounds (phonemes).
EXPECTATION	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
EXPECTATION	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Phonics and Word Recognition
STANDARD / ORGANIZER	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	RF.1.4.	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.
EXPECTATION	RF.1.4.a.	Read grade-level text with purpose and understanding.

| EXPECTATION | RF.1.4.b. | Orally read grade-level text fluently on successive readings. |

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	**GP.R.3**	**Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.**

| EXPECTATION | RL.1.3. | Describe characters, settings and major events in a story, using key details in order to make meaning of the story development. |

STRAND   **Reading Standards for Literature—Grade 1**

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	**GP.R.4**	**Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.**

| EXPECTATION | RL.1.4. | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning. |

STRAND   **Reading Standards for Literature—Grade 1**

CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	**GP.R.7**	**Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.**

| EXPECTATION | RL.1.7. | Use a story's illustrations and details to describe its characters, setting and events. |

STRAND   **Handwriting—Grade 1**

CATEGORY / GOAL		Progression
STANDARD / ORGANIZER	HW.1.1.	Legibly print all upper- and lowercase letters and numerals with correct form.

STRAND   **Composition—Grade 1**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	**GP.W.1**	**Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	**C.1.1.**	**Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.**

| INDICATOR | C.1.1.f. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. |

STRAND   **Composition—Grade 1**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	**GP.W.3**	**Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.**

EXPECTATION	C.1.3.	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.
INDICATOR	C.1.3.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND		Language—Grade 1
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.1.1.	When writing or speaking, demonstrate appropriate use of:
INDICATOR	L.1.1.a.	common, proper and possessive nouns in a sentence.
INDICATOR	L.1.1.g.	frequently occurring prepositions in a sentence.

STRAND		Language—Grade 1
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.1.2.	When writing:
INDICATOR	L.1.2.a.	Capitalize proper nouns, including but not limited to dates and names of people.
INDICATOR	L.1.2.b.	Demonstrate appropriate use of end punctuation.

STRAND		Language—Grade 1
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.1.4.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.

STRAND		Language—Grade 1
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.5	Students will demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.1.5.c.	Demonstrate understanding of words by relating them to their synonyms and antonyms.

Kentucky Academic Standards

Language Arts

Grade **1** - Adopted: **2019**

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Print Concepts
STANDARD / ORGANIZER	RF.1.1.	Demonstrate understanding of the organization and basic features of print to aid in comprehension.
EXPECTATION	RF.1.1.a.	Recognize the distinguishing features of a sentence including first word, capitalization, spacing and end-ing punctuation.

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	RF.1.4.	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.
EXPECTATION	RF.1.4.a.	Read grade-level text with purpose and understanding.

STRAND		Reading Standards for Literature—Grade 1
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.3	Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.
EXPECTATION	RL.1.3.	Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.

STRAND		Reading Standards for Literature—Grade 1
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.

STRAND		Reading Standards for Literature—Grade 1
CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.R.7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.
EXPECTATION	RL.1.7.	Use a story's illustrations and details to describe its characters, setting and events.

STRAND		Handwriting—Grade 1

CATEGORY / GOAL		Progression
STANDARD / ORGANIZER	HW.1.1.	Legibly print all upper- and lowercase letters and numerals with correct form.

STRAND		Composition—Grade 1
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.1.1.	Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.
INDICATOR	C.1.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND		Composition—Grade 1
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.1.3.	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.
INDICATOR	C.1.3.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND		Language—Grade 1
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.1.1.	When writing or speaking, demonstrate appropriate use of:
INDICATOR	L.1.1.a.	common, proper and possessive nouns in a sentence.
INDICATOR	L.1.1.e.	frequently occurring adjectives in a sentence.

STRAND		Language—Grade 1
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.1.2.	When writing:
INDICATOR	L.1.2.b.	Demonstrate appropriate use of end punctuation.

STRAND		Language—Grade 1
CATEGORY / GOAL		Vocabulary Acquisition and Use

STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.1.4.b.	Identify common affixes and how they change the meaning of a word.
INDICATOR	L.1.4.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.

STRAND		Language—Grade 1
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.5	Students will demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.1.5.c.	Demonstrate understanding of words by relating them to their synonyms and antonyms.

Week 14: Introduction to Unit 3 Retelling Narrative Stories, p. 141-152

Kentucky Academic Standards

Language Arts

Grade 1 - Adopted: 2019

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Print Concepts
STANDARD / ORGANIZER	RF.1.1.	Demonstrate understanding of the organization and basic features of print to aid in comprehension.
EXPECTATION	RF.1.1.a.	Recognize the distinguishing features of a sentence including first word, capitalization, spacing and end-ing punctuation.

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Phonological Awareness
STANDARD / ORGANIZER	RF.1.2.	Demonstrate understanding of spoken words, syllables and sounds (phonemes).
EXPECTATION	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	RF.1.4.	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.
EXPECTATION	RF.1.4.a.	Read grade-level text with purpose and understanding.

STRAND		Reading Standards for Literature—Grade 1
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.3	Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.
EXPECTATION	RL.1.3.	Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.

STRAND		Reading Standards for Literature—Grade 1
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.

STRAND		Reading Standards for Informational Text—Grade 1
CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.R.7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.
EXPECTATION	RI.1.7.	Use the visuals and details in a text to describe its key ideas.

STRAND		Composition—Grade 1
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.1.1.	Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.
INDICATOR	C.1.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND		Composition—Grade 1
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.1.3.	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.
INDICATOR	C.1.3.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND		Language—Grade 1

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.1.1.	When writing or speaking, demonstrate appropriate use of:
INDICATOR	L.1.1.a.	common, proper and possessive nouns in a sentence.
INDICATOR	L.1.1.e.	frequently occurring adjectives in a sentence.

STRAND	Language—Grade 1

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.1.2.	When writing:
INDICATOR	L.1.2.b.	Demonstrate appropriate use of end punctuation.

STRAND	Language—Grade 1

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.1.4.b.	Identify common affixes and how they change the meaning of a word.
INDICATOR	L.1.4.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.

STRAND	Language—Grade 1

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.5	Students will demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.1.5.c.	Demonstrate understanding of words by relating them to their synonyms and antonyms.

Week 15: Unit 3 Retelling Narrative Stories, p. 153-159

Kentucky Academic Standards

Language Arts

Grade 1 - Adopted: 2019

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Print Concepts
STANDARD / ORGANIZER	RF.1.1.	Demonstrate understanding of the organization and basic features of print to aid in comprehension.
EXPECTATION	RF.1.1.a.	Recognize the distinguishing features of a sentence including first word, capitalization, spacing and end-ing punctuation.

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Phonological Awareness
STANDARD / ORGANIZER	RF.1.2.	Demonstrate understanding of spoken words, syllables and sounds (phonemes).
EXPECTATION	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	RF.1.4.	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.
EXPECTATION	RF.1.4.a.	Read grade-level text with purpose and understanding.
EXPECTATION	RF.1.4.b.	Orally read grade-level text fluently on successive readings.

STRAND		Reading Standards for Literature—Grade 1
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.3	Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.
EXPECTATION	RL.1.3.	Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.

STRAND		Reading Standards for Literature—Grade 1
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.

STRAND		Reading Standards for Informational Text—Grade 1
CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.R.7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

EXPECTATION	RI.1.7.	Use the visuals and details in a text to describe its key ideas.

STRAND		**Composition—Grade 1**

CATEGORY / GOAL		**Text Types and Purposes**
STANDARD / ORGANIZER	**GP.W.1**	**Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	**C.1.1.**	**Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.**
INDICATOR	C.1.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND		**Composition—Grade 1**

CATEGORY / GOAL		**Text Types and Purposes**
STANDARD / ORGANIZER	**GP.W.3**	**Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.**
EXPECTATION	**C.1.3.**	**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.**
INDICATOR	C.1.3.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND		**Language—Grade 1**

CATEGORY / GOAL		**Conventions of Standard English**
STANDARD / ORGANIZER	**GP.L.1**	**Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.**
EXPECTATION	**L.1.1.**	**When writing or speaking, demonstrate appropriate use of:**
INDICATOR	L.1.1.a.	common, proper and possessive nouns in a sentence.
INDICATOR	L.1.1.e.	frequently occurring adjectives in a sentence.

STRAND		**Language—Grade 1**

CATEGORY / GOAL		**Conventions of Standard English**
STANDARD / ORGANIZER	**GP.L.2**	**Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.**
EXPECTATION	**L.1.2.**	**When writing:**
INDICATOR	L.1.2.b.	Demonstrate appropriate use of end punctuation.

STRAND		**Language—Grade 1**

CATEGORY / GOAL		**Vocabulary Acquisition and Use**

STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.1.4.b.	Identify common affixes and how they change the meaning of a word.
INDICATOR	L.1.4.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.

STRAND		Language—Grade 1
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.5	Students will demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.1.5.a.	Sort words into categories to classify relationships and to gain a sense of the concepts the categories represent.
INDICATOR	L.1.5.b.	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
INDICATOR	L.1.5.c.	Demonstrate understanding of words by relating them to their synonyms and antonyms.

> Week 16: Unit 3 Retelling Narrative Stories, p. 161-168

Kentucky Academic Standards

Language Arts

Grade 1 - Adopted: 2019

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Print Concepts
STANDARD / ORGANIZER	RF.1.1.	Demonstrate understanding of the organization and basic features of print to aid in comprehension.
EXPECTATION	RF.1.1.a.	Recognize the distinguishing features of a sentence including first word, capitalization, spacing and end-ing punctuation.

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Phonological Awareness
STANDARD / ORGANIZER	RF.1.2.	Demonstrate understanding of spoken words, syllables and sounds (phonemes).
EXPECTATION	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Phonics and Word Recognition
STANDARD / ORGANIZER	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	RF.1.4.	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.
EXPECTATION	RF.1.4.a.	Read grade-level text with purpose and understanding.

STRAND		Reading Standards for Literature—Grade 1
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.3	Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.
EXPECTATION	RL.1.3.	Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.

STRAND		Reading Standards for Literature—Grade 1
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.

STRAND		Reading Standards for Informational Text—Grade 1
CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.R.7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.
EXPECTATION	RI.1.7.	Use the visuals and details in a text to describe its key ideas.

STRAND		Composition—Grade 1
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.1.1.	Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.

| INDICATOR | C.1.1.f. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. |

STRAND		Composition—Grade 1
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.1.3.	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.
INDICATOR	C.1.3.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND		Language—Grade 1
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.1.1.	When writing or speaking, demonstrate appropriate use of:
INDICATOR	L.1.1.a.	common, proper and possessive nouns in a sentence.
INDICATOR	L.1.1.e.	frequently occurring adjectives in a sentence.

STRAND		Language—Grade 1
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.1.2.	When writing:
INDICATOR	L.1.2.b.	Demonstrate appropriate use of end punctuation.

STRAND		Language—Grade 1
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.1.4.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.

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Kentucky Academic Standards

Language Arts

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Print Concepts
STANDARD / ORGANIZER	RF.1.1.	Demonstrate understanding of the organization and basic features of print to aid in comprehension.
EXPECTATION	RF.1.1.a.	Recognize the distinguishing features of a sentence including first word, capitalization, spacing and end-ing punctuation.

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Phonological Awareness
STANDARD / ORGANIZER	RF.1.2.	Demonstrate understanding of spoken words, syllables and sounds (phonemes).
EXPECTATION	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
EXPECTATION	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Phonics and Word Recognition
STANDARD / ORGANIZER	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	RF.1.4.	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.
EXPECTATION	RF.1.4.a.	Read grade-level text with purpose and understanding.

STRAND		Reading Standards for Literature—Grade 1
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.3	Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.
EXPECTATION	RL.1.3.	Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.

STRAND		Reading Standards for Literature—Grade 1
CATEGORY / GOAL		Craft and Structure

STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.

STRAND		Reading Standards for Informational Text—Grade 1
CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.R.7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.
EXPECTATION	RI.1.7.	Use the visuals and details in a text to describe its key ideas.

STRAND		Composition—Grade 1
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.1.1.	Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.
INDICATOR	C.1.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND		Composition—Grade 1
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.1.3.	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.
INDICATOR	C.1.3.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND		Language—Grade 1
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.1.1.	When writing or speaking, demonstrate appropriate use of:
INDICATOR	L.1.1.a.	common, proper and possessive nouns in a sentence.
INDICATOR	L.1.1.e.	frequently occurring adjectives in a sentence.

STRAND		Language—Grade 1
CATEGORY / GOAL		Conventions of Standard English

STANDARD / ORGANIZER	GP.L.2	**Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.**
EXPECTATION	L.1.2.	**When writing:**
INDICATOR	L.1.2.b.	Demonstrate appropriate use of end punctuation.

STRAND		**Language—Grade 1**
CATEGORY / GOAL		**Vocabulary Acquisition and Use**
STANDARD / ORGANIZER	GP.L.4	**Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.**
EXPECTATION	L.1.4.	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.**
INDICATOR	L.1.4.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.

STRAND		**Language—Grade 1**
CATEGORY / GOAL		**Vocabulary Acquisition and Use**
STANDARD / ORGANIZER	GP.L.5	**Students will demonstrate understanding of word relationships and nuances in word meanings.**
EXPECTATION	L.1.5.	**With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.**
INDICATOR	L.1.5.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).

Week 18: Introduction to Unit 4 Summarizing a Reference, p. 177-185

Kentucky Academic Standards

Language Arts

Grade **1** - Adopted: **2019**

STRAND		**Reading Foundational Skills—Grade 1**
CATEGORY / GOAL		**Print Concepts**
STANDARD / ORGANIZER	RF.1.1.	**Demonstrate understanding of the organization and basic features of print to aid in comprehension.**
EXPECTATION	RF.1.1.a.	Recognize the distinguishing features of a sentence including first word, capitalization, spacing and end-ing punctuation.

STRAND		**Reading Foundational Skills—Grade 1**
CATEGORY / GOAL		**Fluency**
STANDARD / ORGANIZER	RF.1.4.	**Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.**
EXPECTATION	RF.1.4.a.	Read grade-level text with purpose and understanding.

EXPECTATION	RF.1.4.b.	Orally read grade-level text fluently on successive readings.

STRAND — **Reading Standards for Literature—Grade 1**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.3	Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.
EXPECTATION	RL.1.3.	Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.

STRAND — **Reading Standards for Literature—Grade 1**

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.

STRAND — **Reading Standards for Informational Text—Grade 1**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	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.

STRAND — **Reading Standards for Informational Text—Grade 1**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.
EXPECTATION	RI.1.2.	With prompting and support, recognize key details from a summary to demonstrate understanding of the central idea of a text.

STRAND — **Reading Standards for Informational Text—Grade 1**

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.6	Students will analyze how point of view, perspective and purpose shape the content and style of a text.
EXPECTATION	RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

STRAND — **Reading Standards for Informational Text—Grade 1**

CATEGORY / GOAL		Integration of Knowledge and Ideas

STANDARD / ORGANIZER	GP.R.7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.
EXPECTATION	RI.1.7.	Use the visuals and details in a text to describe its key ideas.

STRAND		Composition—Grade 1
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.1.1.	Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.
INDICATOR	C.1.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND		Composition—Grade 1
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.1.2.	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.
INDICATOR	C.1.2.b.	Introduce the topic.

STRAND		Composition—Grade 1
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.1.3.	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.
INDICATOR	C.1.3.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND		Composition—Grade 1
CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	GP.W.5	Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION	C.1.5.	With guidance and support, participate in shared research and writing projects.

STRAND		Composition—Grade 1
CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

EXPECTATION	C.1.6.	With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.

STRAND		Language—Grade 1
CATEGORY / GOAL		**Conventions of Standard English**
STANDARD / ORGANIZER	**GP.L.1**	**Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.**
EXPECTATION	**L.1.1.**	**When writing or speaking, demonstrate appropriate use of:**
INDICATOR	L.1.1.a.	common, proper and possessive nouns in a sentence.
INDICATOR	L.1.1.e.	frequently occurring adjectives in a sentence.

STRAND		Language—Grade 1
CATEGORY / GOAL		**Conventions of Standard English**
STANDARD / ORGANIZER	**GP.L.2**	**Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.**
EXPECTATION	**L.1.2.**	**When writing:**
INDICATOR	L.1.2.b.	Demonstrate appropriate use of end punctuation.
INDICATOR	L.1.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

STRAND		Language—Grade 1
CATEGORY / GOAL		**Vocabulary Acquisition and Use**
STANDARD / ORGANIZER	**GP.L.4**	**Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.**
EXPECTATION	**L.1.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.**
INDICATOR	L.1.4.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.

STRAND		Language—Grade 1
CATEGORY / GOAL		**Vocabulary Acquisition and Use**
STANDARD / ORGANIZER	**GP.L.5**	**Students will demonstrate understanding of word relationships and nuances in word meanings.**
EXPECTATION	**L.1.5.**	**With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.**
INDICATOR	L.1.5.c.	Demonstrate understanding of words by relating them to their synonyms and antonyms.

Week 19: Unit 4 Summarizing a Reference, p. 1870193

Kentucky Academic Standards

Language Arts

Grade 1 - Adopted: 2019

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		**Print Concepts**
STANDARD / ORGANIZER	**RF.1.1.**	**Demonstrate understanding of the organization and basic features of print to aid in comprehension.**
EXPECTATION	RF.1.1.a.	Recognize the distinguishing features of a sentence including first word, capitalization, spacing and end-ing punctuation.

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		**Phonological Awareness**
STANDARD / ORGANIZER	**RF.1.2.**	**Demonstrate understanding of spoken words, syllables and sounds (phonemes).**
EXPECTATION	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		**Fluency**
STANDARD / ORGANIZER	**RF.1.4.**	**Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.**
EXPECTATION	RF.1.4.a.	Read grade-level text with purpose and understanding.

STRAND		Reading Standards for Literature—Grade 1
CATEGORY / GOAL		**Key Ideas and Details**
STANDARD / ORGANIZER	**GP.R.3**	**Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.**
EXPECTATION	RL.1.3.	Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.

STRAND		Reading Standards for Literature—Grade 1
CATEGORY / GOAL		**Craft and Structure**
STANDARD / ORGANIZER	**GP.R.4**	**Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.**
EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.

STRAND		Reading Standards for Informational Text—Grade 1
CATEGORY / GOAL		**Key Ideas and Details**

STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	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.

STRAND		Reading Standards for Informational Text—Grade 1
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.
EXPECTATION	RI.1.2.	With prompting and support, recognize key details from a summary to demonstrate understanding of the central idea of a text.

STRAND		Reading Standards for Informational Text—Grade 1
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.6	Students will analyze how point of view, perspective and purpose shape the content and style of a text.
EXPECTATION	RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

STRAND		Reading Standards for Informational Text—Grade 1
CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.R.7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.
EXPECTATION	RI.1.7.	Use the visuals and details in a text to describe its key ideas.

STRAND		Composition—Grade 1
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.1.1.	Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.
INDICATOR	C.1.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND		Composition—Grade 1
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.1.3.	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.

INDICATOR	C.1.3.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND		**Composition—Grade 1**

CATEGORY / GOAL		**Research to Build and Present Knowledge**
STANDARD / ORGANIZER	**GP.W.6**	**Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.**
EXPECTATION	C.1.6.	With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.

STRAND		**Language—Grade 1**

CATEGORY / GOAL		**Conventions of Standard English**
STANDARD / ORGANIZER	**GP.L.1**	**Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.**
EXPECTATION	**L.1.1.**	**When writing or speaking, demonstrate appropriate use of:**
INDICATOR	L.1.1.a.	common, proper and possessive nouns in a sentence.
INDICATOR	L.1.1.b.	singular and plural nouns with matching verbs in basic sentences.
INDICATOR	L.1.1.e.	frequently occurring adjectives in a sentence.

STRAND		**Language—Grade 1**

CATEGORY / GOAL		**Conventions of Standard English**
STANDARD / ORGANIZER	**GP.L.2**	**Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.**
EXPECTATION	**L.1.2.**	**When writing:**
INDICATOR	L.1.2.b.	Demonstrate appropriate use of end punctuation.
INDICATOR	L.1.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
INDICATOR	L.1.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

STRAND		**Language—Grade 1**

CATEGORY / GOAL		**Vocabulary Acquisition and Use**
STANDARD / ORGANIZER	**GP.L.4**	**Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.**
EXPECTATION	**L.1.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.**

INDICATOR	L.1.4.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.

STRAND		Language—Grade 1

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.5	Students will demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

INDICATOR	L.1.5.c.	Demonstrate understanding of words by relating them to their synonyms and antonyms.

Week 20: Unit 4 Summarizing a Reference, p. 195-201

Kentucky Academic Standards

Language Arts

Grade 1 - Adopted: 2019

STRAND		Reading Foundational Skills—Grade 1

CATEGORY / GOAL		Print Concepts
STANDARD / ORGANIZER	RF.1.1.	Demonstrate understanding of the organization and basic features of print to aid in comprehension.

EXPECTATION	RF.1.1.a.	Recognize the distinguishing features of a sentence including first word, capitalization, spacing and end-ing punctuation.

STRAND		Reading Foundational Skills—Grade 1

CATEGORY / GOAL		Phonological Awareness
STANDARD / ORGANIZER	RF.1.2.	Demonstrate understanding of spoken words, syllables and sounds (phonemes).

EXPECTATION	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.

EXPECTATION	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

STRAND		Reading Foundational Skills—Grade 1

CATEGORY / GOAL		Phonics and Word Recognition
STANDARD / ORGANIZER	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

EXPECTATION	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.

EXPECTATION	RF.1.3.f.	Read words with inflectional endings.

STRAND		Reading Foundational Skills—Grade 1

CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	RF.1.4.	**Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.**
EXPECTATION	RF.1.4.a.	Read grade-level text with purpose and understanding.
EXPECTATION	RF.1.4.b.	Orally read grade-level text fluently on successive readings.

STRAND   **Reading Standards for Literature—Grade 1**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.3	**Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.**
EXPECTATION	RL.1.3.	Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.

STRAND   **Reading Standards for Literature—Grade 1**

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	**Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.**
EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.

STRAND   **Reading Standards for Informational Text—Grade 1**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	**Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.**
EXPECTATION	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.

STRAND   **Reading Standards for Informational Text—Grade 1**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	**Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.**
EXPECTATION	RI.1.2.	With prompting and support, recognize key details from a summary to demonstrate understanding of the central idea of a text.

STRAND   **Reading Standards for Informational Text—Grade 1**

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.6	**Students will analyze how point of view, perspective and purpose shape the content and style of a text.**

EXPECTATION	RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

STRAND		**Reading Standards for Informational Text—Grade 1**

CATEGORY / GOAL		**Integration of Knowledge and Ideas**
STANDARD / ORGANIZER	**GP.R.7**	**Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.**
EXPECTATION	RI.1.7.	Use the visuals and details in a text to describe its key ideas.

STRAND		**Composition—Grade 1**

CATEGORY / GOAL		**Text Types and Purposes**
STANDARD / ORGANIZER	**GP.W.1**	**Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	**C.1.1.**	**Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.**
INDICATOR	C.1.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND		**Composition—Grade 1**

CATEGORY / GOAL		**Text Types and Purposes**
STANDARD / ORGANIZER	**GP.W.2**	**Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.**
EXPECTATION	**C.1.2.**	**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.**
INDICATOR	C.1.2.b.	Introduce the topic.

STRAND		**Composition—Grade 1**

CATEGORY / GOAL		**Text Types and Purposes**
STANDARD / ORGANIZER	**GP.W.3**	**Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.**
EXPECTATION	**C.1.3.**	**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.**
INDICATOR	C.1.3.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND		**Composition—Grade 1**

CATEGORY / GOAL		**Research to Build and Present Knowledge**
STANDARD / ORGANIZER	**GP.W.5**	**Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.**

EXPECTATION	C.1.5.	With guidance and support, participate in shared research and writing projects.

STRAND		**Composition—Grade 1**

CATEGORY / GOAL		**Research to Build and Present Knowledge**
STANDARD / ORGANIZER	**GP.W.6**	**Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.**

EXPECTATION	C.1.6.	With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.

STRAND		**Language—Grade 1**

CATEGORY / GOAL		**Conventions of Standard English**
STANDARD / ORGANIZER	**GP.L.1**	**Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.**
EXPECTATION	**L.1.1.**	**When writing or speaking, demonstrate appropriate use of:**
INDICATOR	L.1.1.a.	common, proper and possessive nouns in a sentence.
INDICATOR	L.1.1.e.	frequently occurring adjectives in a sentence.

STRAND		**Language—Grade 1**

CATEGORY / GOAL		**Conventions of Standard English**
STANDARD / ORGANIZER	**GP.L.2**	**Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.**
EXPECTATION	**L.1.2.**	**When writing:**
INDICATOR	L.1.2.b.	Demonstrate appropriate use of end punctuation.
INDICATOR	L.1.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

STRAND		**Language—Grade 1**

CATEGORY / GOAL		**Vocabulary Acquisition and Use**
STANDARD / ORGANIZER	**GP.L.4**	**Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.**
EXPECTATION	**L.1.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.**
INDICATOR	L.1.4.c.	With guidance and support, identify frequently occurring root words and their inflectional forms.
INDICATOR	L.1.4.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.

STRAND		**Language—Grade 1**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.5	Students will demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.1.5.c.	Demonstrate understanding of words by relating them to their synonyms and antonyms.

Week 21: Introduction to Unit 5 Writing from Pictures, p. 203-213

Kentucky Academic Standards

Language Arts

Grade **1** - Adopted: **2019**

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Print Concepts
STANDARD / ORGANIZER	RF.1.1.	Demonstrate understanding of the organization and basic features of print to aid in comprehension.
EXPECTATION	RF.1.1.a.	Recognize the distinguishing features of a sentence including first word, capitalization, spacing and end-ing punctuation.

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	RF.1.4.	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.
EXPECTATION	RF.1.4.a.	Read grade-level text with purpose and understanding.

STRAND		Reading Standards for Literature—Grade 1
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.3	Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.
EXPECTATION	RL.1.3.	Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.

STRAND		Reading Standards for Literature—Grade 1
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.

STRAND		Reading Standards for Literature—Grade 1

CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.R.7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.
EXPECTATION	RL.1.7.	Use a story's illustrations and details to describe its characters, setting and events.

STRAND		Reading Standards for Literature—Grade 1
CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex literary texts independently and proficiently.
EXPECTATION	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.

STRAND		Reading Standards for Informational Text—Grade 1
CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.R.7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.
EXPECTATION	RI.1.7.	Use the visuals and details in a text to describe its key ideas.

STRAND		Composition—Grade 1
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.1.1.	Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.
INDICATOR	C.1.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND		Composition—Grade 1
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.1.3.	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.
INDICATOR	C.1.3.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND		Language—Grade 1
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

EXPECTATION	L.1.1.	When writing or speaking, demonstrate appropriate use of:
INDICATOR	L.1.1.a.	common, proper and possessive nouns in a sentence.
INDICATOR	L.1.1.e.	frequently occurring adjectives in a sentence.

STRAND		Language—Grade 1
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.1.2.	When writing:
INDICATOR	L.1.2.b.	Demonstrate appropriate use of end punctuation.
INDICATOR	L.1.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

STRAND		Language—Grade 1
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.1.4.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.

Week 22: Unit 5 Writing from Pictures, p. 215-221

Kentucky Academic Standards

Language Arts

Grade 1 - Adopted: 2019

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Print Concepts
STANDARD / ORGANIZER	RF.1.1.	Demonstrate understanding of the organization and basic features of print to aid in comprehension.
EXPECTATION	RF.1.1.a.	Recognize the distinguishing features of a sentence including first word, capitalization, spacing and end-ing punctuation.

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	RF.1.4.	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.

EXPECTATION	RF.1.4.a.	Read grade-level text with purpose and understanding.
EXPECTATION	RF.1.4.b.	Orally read grade-level text fluently on successive readings.

STRAND		Reading Standards for Literature—Grade 1
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.3	Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.
EXPECTATION	RL.1.3.	Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.

STRAND		Reading Standards for Literature—Grade 1
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.

STRAND		Reading Standards for Literature—Grade 1
CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.R.7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.
EXPECTATION	RL.1.7.	Use a story's illustrations and details to describe its characters, setting and events.

STRAND		Reading Standards for Literature—Grade 1
CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex literary texts independently and proficiently.
EXPECTATION	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.

STRAND		Reading Standards for Informational Text—Grade 1
CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.R.7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.
EXPECTATION	RI.1.7.	Use the visuals and details in a text to describe its key ideas.

STRAND		Composition—Grade 1

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.1.1.	Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.
INDICATOR	C.1.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND   **Composition—Grade 1**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.1.3.	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.
INDICATOR	C.1.3.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND   **Language—Grade 1**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.1.1.	When writing or speaking, demonstrate appropriate use of:
INDICATOR	L.1.1.a.	common, proper and possessive nouns in a sentence.
INDICATOR	L.1.1.e.	frequently occurring adjectives in a sentence.

STRAND   **Language—Grade 1**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.1.2.	When writing:
INDICATOR	L.1.2.b.	Demonstrate appropriate use of end punctuation.

STRAND   **Language—Grade 1**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

INDICATOR	L.1.4.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.

<div style="text-align:center; border:1px dashed; background:#d9f7f5; padding:10px;">Week 23: Unit 5 Writing from Pictures, p. 223-229</div>

Kentucky Academic Standards

Language Arts

Grade 1 - Adopted: 2019

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Print Concepts
STANDARD / ORGANIZER	RF.1.1.	Demonstrate understanding of the organization and basic features of print to aid in comprehension.
EXPECTATION	RF.1.1.a.	Recognize the distinguishing features of a sentence including first word, capitalization, spacing and end-ing punctuation.

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Phonics and Word Recognition
STANDARD / ORGANIZER	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.1.3.f.	Read words with inflectional endings.

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	RF.1.4.	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.
EXPECTATION	RF.1.4.a.	Read grade-level text with purpose and understanding.

STRAND		Reading Standards for Literature—Grade 1
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.3	Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.
EXPECTATION	RL.1.3.	Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.

STRAND		Reading Standards for Literature—Grade 1
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.

STRAND		**Reading Standards for Literature—Grade 1**

CATEGORY / GOAL		**Range of Reading and Level of Text Complexity**
STANDARD / ORGANIZER	**GP.R.10**	**Students will read, comprehend and analyze complex literary texts independently and proficiently.**
EXPECTATION	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.

STRAND		**Reading Standards for Informational Text—Grade 1**

CATEGORY / GOAL		**Integration of Knowledge and Ideas**
STANDARD / ORGANIZER	**GP.R.7**	**Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.**
EXPECTATION	RI.1.7.	Use the visuals and details in a text to describe its key ideas.

STRAND		**Composition—Grade 1**

CATEGORY / GOAL		**Text Types and Purposes**
STANDARD / ORGANIZER	**GP.W.1**	**Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	**C.1.1.**	**Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.**
INDICATOR	C.1.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND		**Composition—Grade 1**

CATEGORY / GOAL		**Text Types and Purposes**
STANDARD / ORGANIZER	**GP.W.3**	**Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.**
EXPECTATION	**C.1.3.**	**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.**
INDICATOR	C.1.3.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND		**Language—Grade 1**

CATEGORY / GOAL		**Conventions of Standard English**
STANDARD / ORGANIZER	**GP.L.1**	**Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.**
EXPECTATION	**L.1.1.**	**When writing or speaking, demonstrate appropriate use of:**
INDICATOR	L.1.1.a.	common, proper and possessive nouns in a sentence.

INDICATOR	L.1.1.e.	frequently occurring adjectives in a sentence.

INDICATOR	L.1.1.g.	frequently occurring prepositions in a sentence.

STRAND		**Language—Grade 1**
CATEGORY / GOAL		**Conventions of Standard English**
STANDARD / ORGANIZER	**GP.L.2**	**Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.**
EXPECTATION	**L.1.2.**	**When writing:**

INDICATOR	L.1.2.b.	Demonstrate appropriate use of end punctuation.

STRAND		**Language—Grade 1**
CATEGORY / GOAL		**Vocabulary Acquisition and Use**
STANDARD / ORGANIZER	**GP.L.4**	**Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.**
EXPECTATION	**L.1.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.**

INDICATOR	L.1.4.c.	With guidance and support, identify frequently occurring root words and their inflectional forms.

INDICATOR	L.1.4.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.

Week 24: Unit 5 Writing from Pictures, p. 231-237

Kentucky Academic Standards

Language Arts

Grade **1** - Adopted: **2019**

STRAND		**Reading Foundational Skills—Grade 1**
CATEGORY / GOAL		**Print Concepts**
STANDARD / ORGANIZER	**RF.1.1.**	**Demonstrate understanding of the organization and basic features of print to aid in comprehension.**

EXPECTATION	RF.1.1.a.	Recognize the distinguishing features of a sentence including first word, capitalization, spacing and end-ing punctuation.

STRAND		**Reading Foundational Skills—Grade 1**
CATEGORY / GOAL		**Phonological Awareness**
STANDARD / ORGANIZER	**RF.1.2.**	**Demonstrate understanding of spoken words, syllables and sounds (phonemes).**

EXPECTATION	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.

EXPECTATION	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Phonics and Word Recognition
STANDARD / ORGANIZER	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

EXPECTATION	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	RF.1.4.	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.

EXPECTATION	RF.1.4.a.	Read grade-level text with purpose and understanding.

STRAND		Reading Standards for Literature—Grade 1
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.3	Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

EXPECTATION	RL.1.3.	Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.

STRAND		Reading Standards for Literature—Grade 1
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.

STRAND		Reading Standards for Literature—Grade 1
CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.R.7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

EXPECTATION	RL.1.7.	Use a story's illustrations and details to describe its characters, setting and events.

STRAND		Reading Standards for Literature—Grade 1
CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex literary texts independently and proficiently.

EXPECTATION	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.

STRAND		**Reading Standards for Informational Text—Grade 1**
CATEGORY / GOAL		**Integration of Knowledge and Ideas**
STANDARD / ORGANIZER	**GP.R.7**	**Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.**
EXPECTATION	RI.1.7.	Use the visuals and details in a text to describe its key ideas.

STRAND		**Composition—Grade 1**
CATEGORY / GOAL		**Text Types and Purposes**
STANDARD / ORGANIZER	**GP.W.1**	**Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	**C.1.1.**	**Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.**
INDICATOR	C.1.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND		**Composition—Grade 1**
CATEGORY / GOAL		**Text Types and Purposes**
STANDARD / ORGANIZER	**GP.W.3**	**Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.**
EXPECTATION	**C.1.3.**	**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.**
INDICATOR	C.1.3.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND		**Language—Grade 1**
CATEGORY / GOAL		**Conventions of Standard English**
STANDARD / ORGANIZER	**GP.L.1**	**Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.**
EXPECTATION	**L.1.1.**	**When writing or speaking, demonstrate appropriate use of:**
INDICATOR	L.1.1.a.	common, proper and possessive nouns in a sentence.
INDICATOR	L.1.1.e.	frequently occurring adjectives in a sentence.

STRAND		**Language—Grade 1**
CATEGORY / GOAL		**Conventions of Standard English**
STANDARD / ORGANIZER	**GP.L.2**	**Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.**

EXPECTATION	L.1.2.	When writing:
INDICATOR	L.1.2.a.	Capitalize proper nouns, including but not limited to dates and names of people.
INDICATOR	L.1.2.b.	Demonstrate appropriate use of end punctuation.

STRAND		Language—Grade 1
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.1.4.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.

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Kentucky Academic Standards

Language Arts

Grade **1** - Adopted: **2019**

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Print Concepts
STANDARD / ORGANIZER	RF.1.1.	Demonstrate understanding of the organization and basic features of print to aid in comprehension.
EXPECTATION	RF.1.1.a.	Recognize the distinguishing features of a sentence including first word, capitalization, spacing and end-ing punctuation.

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Phonological Awareness
STANDARD / ORGANIZER	RF.1.2.	Demonstrate understanding of spoken words, syllables and sounds (phonemes).
EXPECTATION	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	RF.1.4.	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.
EXPECTATION	RF.1.4.a.	Read grade-level text with purpose and understanding.
EXPECTATION	RF.1.4.b.	Orally read grade-level text fluently on successive readings.

STRAND		Reading Standards for Literature—Grade 1
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.3	Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.
EXPECTATION	RL.1.3.	Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.

STRAND		Reading Standards for Literature—Grade 1
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.

STRAND		Reading Standards for Informational Text—Grade 1
CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.R.7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.
EXPECTATION	RI.1.7.	Use the visuals and details in a text to describe its key ideas.

STRAND		Composition—Grade 1
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.1.1.	Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.
INDICATOR	C.1.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND		Composition—Grade 1
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.1.2.	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.
INDICATOR	C.1.2.b.	Introduce the topic.

STRAND		Composition—Grade 1

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.1.3.	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.
INDICATOR	C.1.3.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND		Language—Grade 1
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.1.1.	When writing or speaking, demonstrate appropriate use of:
INDICATOR	L.1.1.a.	common, proper and possessive nouns in a sentence.
INDICATOR	L.1.1.e.	frequently occurring adjectives in a sentence.

STRAND		Language—Grade 1
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.1.2.	When writing:
INDICATOR	L.1.2.b.	Demonstrate appropriate use of end punctuation.

STRAND		Language—Grade 1
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.1.4.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.

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Kentucky Academic Standards

Language Arts

Grade **1** - Adopted: **2019**

STRAND		Reading Foundational Skills—Grade 1

CATEGORY / GOAL		Print Concepts
STANDARD / ORGANIZER	RF.1.1.	Demonstrate understanding of the organization and basic features of print to aid in comprehension.
EXPECTATION	RF.1.1.a.	Recognize the distinguishing features of a sentence including first word, capitalization, spacing and end-ing punctuation.

STRAND   **Reading Foundational Skills—Grade 1**

CATEGORY / GOAL		Phonological Awareness
STANDARD / ORGANIZER	RF.1.2.	Demonstrate understanding of spoken words, syllables and sounds (phonemes).
EXPECTATION	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.

STRAND   **Reading Foundational Skills—Grade 1**

CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	RF.1.4.	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.
EXPECTATION	RF.1.4.a.	Read grade-level text with purpose and understanding.

STRAND   **Reading Standards for Literature—Grade 1**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.3	Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.
EXPECTATION	RL.1.3.	Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.

STRAND   **Reading Standards for Literature—Grade 1**

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.

STRAND   **Reading Standards for Literature—Grade 1**

CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.R.7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.
EXPECTATION	RL.1.7.	Use a story's illustrations and details to describe its characters, setting and events.

STRAND   **Reading Standards for Informational Text—Grade 1**

CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.R.7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.
EXPECTATION	RI.1.7.	Use the visuals and details in a text to describe its key ideas.

STRAND   **Composition—Grade 1**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.1.1.	Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.
INDICATOR	C.1.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND   **Composition—Grade 1**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.1.2.	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.
INDICATOR	C.1.2.b.	Introduce the topic.

STRAND   **Composition—Grade 1**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.1.3.	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.
INDICATOR	C.1.3.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND   **Language—Grade 1**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.1.1.	When writing or speaking, demonstrate appropriate use of:
INDICATOR	L.1.1.a.	common, proper and possessive nouns in a sentence.
INDICATOR	L.1.1.e.	frequently occurring adjectives in a sentence.

STRAND		Language—Grade 1
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.1.2.	When writing:
INDICATOR	L.1.2.b.	Demonstrate appropriate use of end punctuation.

STRAND		Language—Grade 1
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.1.4.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.

STRAND		Language—Grade 1
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.5	Students will demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.1.5.c.	Demonstrate understanding of words by relating them to their synonyms and antonyms.

Week 27: Unit 7 Inventive Writing, p. 257-263

Kentucky Academic Standards

Language Arts

Grade 1 - Adopted: 2019

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Print Concepts
STANDARD / ORGANIZER	RF.1.1.	Demonstrate understanding of the organization and basic features of print to aid in comprehension.
EXPECTATION	RF.1.1.a.	Recognize the distinguishing features of a sentence including first word, capitalization, spacing and end-ing punctuation.

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Phonological Awareness

STANDARD / ORGANIZER	RF.1.2.	Demonstrate understanding of spoken words, syllables and sounds (phonemes).
EXPECTATION	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.

STRAND   **Reading Foundational Skills—Grade 1**

CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	RF.1.4.	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.
EXPECTATION	RF.1.4.a.	Read grade-level text with purpose and understanding.

STRAND   **Reading Standards for Literature—Grade 1**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.3	Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.
EXPECTATION	RL.1.3.	Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.

STRAND   **Reading Standards for Literature—Grade 1**

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.

STRAND   **Reading Standards for Informational Text—Grade 1**

CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.R.7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.
EXPECTATION	RI.1.7.	Use the visuals and details in a text to describe its key ideas.

STRAND   **Composition—Grade 1**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.1.1.	Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.
INDICATOR	C.1.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND   **Composition—Grade 1**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.1.2.	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.
INDICATOR	C.1.2.b.	Introduce the topic.

STRAND		Composition—Grade 1
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.1.3.	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.
INDICATOR	C.1.3.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND		Language—Grade 1
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.1.1.	When writing or speaking, demonstrate appropriate use of:
INDICATOR	L.1.1.a.	common, proper and possessive nouns in a sentence.
INDICATOR	L.1.1.e.	frequently occurring adjectives in a sentence.

STRAND		Language—Grade 1
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.1.2.	When writing:
INDICATOR	L.1.2.b.	Demonstrate appropriate use of end punctuation.

STRAND		Language—Grade 1
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

INDICATOR	L.1.4.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.

Kentucky Academic Standards

Language Arts

Grade **1** - Adopted: **2019**

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Print Concepts
STANDARD / ORGANIZER	RF.1.1.	Demonstrate understanding of the organization and basic features of print to aid in comprehension.
EXPECTATION	RF.1.1.a.	Recognize the distinguishing features of a sentence including first word, capitalization, spacing and end-ing punctuation.

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	RF.1.4.	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.
EXPECTATION	RF.1.4.a.	Read grade-level text with purpose and understanding.
EXPECTATION	RF.1.4.b.	Orally read grade-level text fluently on successive readings.

STRAND		Reading Standards for Literature—Grade 1
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.

STRAND		Reading Standards for Informational Text—Grade 1
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.6	Students will analyze how point of view, perspective and purpose shape the content and style of a text.
EXPECTATION	RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

STRAND		Reading Standards for Informational Text—Grade 1
CATEGORY / GOAL		Integration of Knowledge and Ideas

STANDARD / ORGANIZER	GP.R.7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.
EXPECTATION	RI.1.7.	Use the visuals and details in a text to describe its key ideas.

STRAND		Composition—Grade 1
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.1.1.	Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.
INDICATOR	C.1.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND		Composition—Grade 1
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.1.2.	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.
INDICATOR	C.1.2.b.	Introduce the topic.

STRAND		Composition—Grade 1
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.1.3.	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.
INDICATOR	C.1.3.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND		Language—Grade 1
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.1.1.	When writing or speaking, demonstrate appropriate use of:
INDICATOR	L.1.1.a.	common, proper and possessive nouns in a sentence.
INDICATOR	L.1.1.e.	frequently occurring adjectives in a sentence.

STRAND		Language—Grade 1

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.1.2.	When writing:
INDICATOR	L.1.2.b.	Demonstrate appropriate use of end punctuation.

STRAND		Language—Grade 1
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.1.4.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.

Week 29: Revisiting Unit 3, p. 275-282

Kentucky Academic Standards

Language Arts

Grade **1** - Adopted: **2019**

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Print Concepts
STANDARD / ORGANIZER	RF.1.1.	Demonstrate understanding of the organization and basic features of print to aid in comprehension.
EXPECTATION	RF.1.1.a.	Recognize the distinguishing features of a sentence including first word, capitalization, spacing and end-ing punctuation.

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	RF.1.4.	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.
EXPECTATION	RF.1.4.a.	Read grade-level text with purpose and understanding.

STRAND		Reading Standards for Literature—Grade 1
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.3	Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

EXPECTATION	RL.1.3.	Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.

STRAND		Reading Standards for Literature—Grade 1
CATEGORY / GOAL		**Craft and Structure**
STANDARD / ORGANIZER	**GP.R.4**	**Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.**
EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.

STRAND		Reading Standards for Informational Text—Grade 1
CATEGORY / GOAL		**Integration of Knowledge and Ideas**
STANDARD / ORGANIZER	**GP.R.7**	**Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.**
EXPECTATION	RI.1.7.	Use the visuals and details in a text to describe its key ideas.

STRAND		Composition—Grade 1
CATEGORY / GOAL		**Text Types and Purposes**
STANDARD / ORGANIZER	**GP.W.1**	**Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	**C.1.1.**	**Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.**
INDICATOR	C.1.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND		Composition—Grade 1
CATEGORY / GOAL		**Text Types and Purposes**
STANDARD / ORGANIZER	**GP.W.3**	**Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.**
EXPECTATION	**C.1.3.**	**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.**
INDICATOR	C.1.3.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND		Language—Grade 1
CATEGORY / GOAL		**Conventions of Standard English**
STANDARD / ORGANIZER	**GP.L.1**	**Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.**
EXPECTATION	**L.1.1.**	**When writing or speaking, demonstrate appropriate use of:**
INDICATOR	L.1.1.a.	common, proper and possessive nouns in a sentence.

INDICATOR	L.1.1.e.	frequently occurring adjectives in a sentence.

STRAND		Language—Grade 1
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.1.2.	When writing:
INDICATOR	L.1.2.b.	Demonstrate appropriate use of end punctuation.

STRAND		Language—Grade 1
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.1.4.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.

Week 30: Revisiting Unit 4, p. 283-290

Kentucky Academic Standards

Language Arts

Grade 1 - Adopted: 2019

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Print Concepts
STANDARD / ORGANIZER	RF.1.1.	Demonstrate understanding of the organization and basic features of print to aid in comprehension.
EXPECTATION	RF.1.1.a.	Recognize the distinguishing features of a sentence including first word, capitalization, spacing and end-ing punctuation.

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Phonological Awareness
STANDARD / ORGANIZER	RF.1.2.	Demonstrate understanding of spoken words, syllables and sounds (phonemes).
EXPECTATION	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Phonics and Word Recognition

STANDARD / ORGANIZER	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.1.3.f.	Read words with inflectional endings.

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	RF.1.4.	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.
EXPECTATION	RF.1.4.a.	Read grade-level text with purpose and understanding.

STRAND		Reading Standards for Literature—Grade 1
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.3	Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.
EXPECTATION	RL.1.3.	Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.

STRAND		Reading Standards for Literature—Grade 1
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.

STRAND		Reading Standards for Literature—Grade 1
CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.R.7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.
EXPECTATION	RL.1.7.	Use a story's illustrations and details to describe its characters, setting and events.

STRAND		Reading Standards for Informational Text—Grade 1
CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.R.7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.
EXPECTATION	RI.1.7.	Use the visuals and details in a text to describe its key ideas.

STRAND		Composition—Grade 1
CATEGORY / GOAL		Text Types and Purposes

STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.1.1.	Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.
INDICATOR	C.1.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND		Composition—Grade 1
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.1.2.	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.
INDICATOR	C.1.2.b.	Introduce the topic.

STRAND		Composition—Grade 1
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.1.3.	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.
INDICATOR	C.1.3.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND		Composition—Grade 1
CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	GP.W.5	Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION	C.1.5.	With guidance and support, participate in shared research and writing projects.

STRAND		Language—Grade 1
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.1.1.	When writing or speaking, demonstrate appropriate use of:
INDICATOR	L.1.1.a.	common, proper and possessive nouns in a sentence.
INDICATOR	L.1.1.d.	verbs to convey a sense of past, present and future in a sentence.
INDICATOR	L.1.1.e.	frequently occurring adjectives in a sentence.

STRAND		Language—Grade 1
CATEGORY / GOAL		**Conventions of Standard English**
STANDARD / ORGANIZER	**GP.L.2**	**Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.**
EXPECTATION	**L.1.2.**	**When writing:**
INDICATOR	L.1.2.b.	Demonstrate appropriate use of end punctuation.

STRAND		Language—Grade 1
CATEGORY / GOAL		**Vocabulary Acquisition and Use**
STANDARD / ORGANIZER	**GP.L.4**	**Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.**
EXPECTATION	**L.1.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.**
INDICATOR	L.1.4.c.	With guidance and support, identify frequently occurring root words and their inflectional forms.
INDICATOR	L.1.4.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.