

**Main Criteria:** Classroom Supplement Units Grade 1  
**Secondary Criteria:** Kentucky Core Academic Standards  
**Subject:** Language Arts  
**Grade:** 1

## Classroom Supplement Units Grade 1

Pre-writing

**Kentucky Core Academic Standards**  
**Language Arts**  
**Grade 1 - Adopted: 2010**

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| <b>STRAND</b>               | <b>KY.CC.1.RL.</b> | <b>Reading Standards for Literature</b>   |
| <b>CATEGORY / GOAL</b>      |                    | <b>Key Ideas and Details</b>  |
| <b>STANDARD / ORGANIZER</b> | <b>1.RL.1.</b>     | <b>Ask and answer questions about key details in a text.</b>  |
| <b>STANDARD / ORGANIZER</b> | <b>1.RL.2.</b>     | <b>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</b>                                       |
| <b>STANDARD / ORGANIZER</b> | <b>1.RL.3.</b>     | <b>Describe characters, settings, and major events in a story, using key details.</b>   |
| <b>STRAND</b>               | <b>KY.CC.1.RL.</b> | <b>Reading Standards for Literature</b>   |
| <b>CATEGORY / GOAL</b>      |                    | <b>Craft and Structure</b>  |
| <b>STANDARD / ORGANIZER</b> | <b>1.RL.4.</b>     | <b>Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</b>  |
| <b>STANDARD / ORGANIZER</b> | <b>1.RL.5.</b>     | <b>Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</b> |
| <b>STRAND</b>               | <b>KY.CC.1.RL.</b> | <b>Reading Standards for Literature</b>   |
| <b>CATEGORY / GOAL</b>      |                    | <b>Integration of Knowledge and Ideas</b>   |
| <b>STANDARD / ORGANIZER</b> | <b>1.RL.7.</b>     | <b>Use illustrations and details in a story to describe its characters, setting, or events.</b>   |
| <b>STRAND</b>               | <b>KY.CC.1.RL.</b> | <b>Reading Standards for Literature</b>   |
| <b>CATEGORY / GOAL</b>      |                    | <b>Range of Reading and Level of Text Complexity</b>  |
| <b>STANDARD / ORGANIZER</b> | <b>1.RL.10.</b>    | <b>With prompting and support, read prose and poetry of appropriate complexity for grade</b>  |
| <b>STRAND</b>               | <b>KY.CC.1.RF.</b> | <b>Reading Standards: Foundational Skills</b>   |
| <b>CATEGORY / GOAL</b>      |                    | <b>Phonological Awareness</b>   |
| <b>STANDARD / ORGANIZER</b> | <b>1.RF.2.</b>     | <b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>   |
| <b>EXPECTATION</b>          | <b>1.RF.2.a.</b>   | <b>Distinguish long from short vowel sounds in spoken single-syllable words.</b>  |
| <b>EXPECTATION</b>          | <b>1.RF.2.b.</b>   | <b>Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</b>  |
| <b>STRAND</b>               | <b>KY.CC.1.RF.</b> | <b>Reading Standards: Foundational Skills</b>   |
| <b>CATEGORY / GOAL</b>      |                    | <b>Phonics and Word Recognition</b>   |
| <b>STANDARD / ORGANIZER</b> | <b>1.RF.3.</b>     | <b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>   |
| <b>EXPECTATION</b>          | <b>1.RF.3.a.</b>   | <b>Know the spelling-sound correspondences for common consonant digraphs.</b>   |
| <b>EXPECTATION</b>          | <b>1.RF.3.b.</b>   | <b>Decode regularly spelled one-syllable words.</b>   |
| <b>EXPECTATION</b>          | <b>1.RF.3.c.</b>   | <b>Know final -e and common vowel team conventions for representing long vowel</b>  |

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|                             |                       | sounds.  |
| <b>STRAND</b>               | <b>KY.CC.1.RF.</b>    | <b>Reading Standards: Foundational Skills</b>  |
| <b>CATEGORY / GOAL</b>      |                       | <b>Fluency</b>   |
| <b>STANDARD / ORGANIZER</b> | <b>1.RF.4.</b>        | <b>Read with sufficient accuracy and fluency to support comprehension.</b>   |
| <b>EXPECTATION</b>          | <b>1.RF.4.a.</b>      | <b>Read on-level text with purpose and understanding.</b>  |
| <b>EXPECTATION</b>          | <b>1.RF.4.b.</b>      | <b>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</b>   |
| <b>EXPECTATION</b>          | <b>1.RF.4.c.</b>      | <b>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</b>  |
| <b>STRAND</b>               | <b>KY.CC.K-5.RT.</b>  | <b>Range of Text Types for K-5: Students in K-5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.</b>                      |
| <b>CATEGORY / GOAL</b>      |                       | <b>Literature</b>  |
| <b>STANDARD / ORGANIZER</b> | <b>K-5.RT.1.</b>      | <b>Stories: Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth</b>  |
| <b>STANDARD / ORGANIZER</b> | <b>K-5.RT.3.</b>      | <b>Poetry: Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem</b>  |
| <b>STRAND</b>               | <b>KY.CC.C CRA-R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b>   |
| <b>CATEGORY / GOAL</b>      |                       | <b>Key Ideas and Details</b>   |
| <b>STANDARD / ORGANIZER</b> | <b>CCRA-R.1.</b>      | <b>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b> |
| <b>STANDARD / ORGANIZER</b> | <b>CCRA-R.2.</b>      | <b>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>  |
| <b>STANDARD / ORGANIZER</b> | <b>CCRA-R.3.</b>      | <b>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>  |
| <b>STRAND</b>               | <b>KY.CC.C CRA-R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b>   |
| <b>CATEGORY / GOAL</b>      |                       | <b>Craft and Structure</b>   |
| <b>STANDARD / ORGANIZER</b> | <b>CCRA-R.4.</b>      | <b>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.</b>         |
| <b>STANDARD / ORGANIZER</b> | <b>CCRA-R.5.</b>      | <b>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b>      |
| <b>STRAND</b>               | <b>KY.CC.C CRA-R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b>   |
| <b>CATEGORY / GOAL</b>      |                       | <b>Integration of Knowledge and Ideas</b>  |
| <b>STANDARD / ORGANIZER</b> | <b>CCRA-R.7.</b>      | <b>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</b>  |
| <b>STRAND</b>               | <b>KY.CC.C CRA-R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b>   |
| <b>CATEGORY / GOAL</b>      |                       | <b>Range of Reading and Level of Text Complexity</b>   |
| <b>STANDARD / ORGANIZER</b> | <b>CCRA-R.10.</b>     | <b>Read and comprehend complex literary and informational texts independently and proficiently.</b>  |
| <b>STRAND</b>               | <b>KY.CC.1.W.</b>     | <b>Writing Standards</b>   |
| <b>CATEGORY / GOAL</b>      |                       | <b>Text Types and Purposes</b>   |
| <b>STANDARD / ORGANIZER</b> | <b>1.W.1.</b>         | <b>Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</b>               |
| <b>STANDARD / ORGANIZER</b> | <b>1.W.2.</b>         | <b>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</b>   |

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| STANDARD / ORGANIZER | 1.W.3.         | Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. |
| STRAND               | KY.CC.1.W.     | Writing Standards   |
| CATEGORY / GOAL      |                | Production and Distribution of Writing  |
| STANDARD / ORGANIZER | 1.W.5.         | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.  |
| STRAND               | KY.CC.1.W.     | Writing Standards   |
| CATEGORY / GOAL      |                | Research to Build and Present Knowledge   |
| STANDARD / ORGANIZER | 1.W.7.         | Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).   |
| STRAND               | KY.CC.C CRA-W. | College and Career Readiness Anchor Standards for Writing   |
| CATEGORY / GOAL      |                | Text Types and Purposes   |
| STANDARD / ORGANIZER | CCRA-W.3.      | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.   |
| STRAND               | KY.CC.C CRA-W. | College and Career Readiness Anchor Standards for Writing   |
| CATEGORY / GOAL      |                | Production and Distribution of Writing  |
| STANDARD / ORGANIZER | CCRA-W.4.      | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| STANDARD / ORGANIZER | CCRA-W.5.      | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.   |
| STRAND               | KY.CC.C CRA-W. | College and Career Readiness Anchor Standards for Writing   |
| CATEGORY / GOAL      |                | Research to Build and Present Knowledge   |
| STANDARD / ORGANIZER | CCRA-W.9.      | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |
| STRAND               | KY.CC.C CRA-W. | College and Career Readiness Anchor Standards for Writing   |
| CATEGORY / GOAL      |                | Range of Writing  |
| STANDARD / ORGANIZER | CCRA-W.10.     | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.             |
| STRAND               | KY.CC.1.SL.    | Speaking and Listening Standards  |
| CATEGORY / GOAL      |                | Comprehension and Collaboration   |
| STANDARD / ORGANIZER | 1.SL.1.        | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.   |
| EXPECTATION          | 1.SL.1.a.      | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).   |
| EXPECTATION          | 1.SL.1.c.      | Ask questions to clear up any confusion about the topics and texts under discussion.  |
| STRAND               | KY.CC.1.SL.    | Speaking and Listening Standards  |
| CATEGORY / GOAL      |                | Comprehension and Collaboration   |
| STANDARD / ORGANIZER | 1.SL.3.        | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.   |
| STRAND               | KY.CC.1.SL.    | Speaking and Listening Standards  |
| CATEGORY / GOAL      |                | Presentation of Knowledge and Ideas   |
| STANDARD / ORGANIZER | 1.SL.6.        | Produce complete sentences when appropriate to task and situation.  |

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| ORGANIZER            |                    |  |
| STRAND               | KY.CC.C<br>CRA-SL. | College and Career Readiness Anchor Standards for Speaking and Listening   |
| CATEGORY / GOAL      |                    | Comprehension and Collaboration  |
| STANDARD / ORGANIZER | CCRA-SL.1.         | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.   |
| STRAND               | KY.CC.1.<br>L.     | Language Standards   |
| CATEGORY / GOAL      |                    | Conventions of Standard English  |
| STANDARD / ORGANIZER | 1.L.1.             | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| EXPECTATION          | 1.L.1.a.           | Print all upper- and lowercase letters.  |
| EXPECTATION          | 1.L.1.b.           | Use common, proper, and possessive nouns.  |
| EXPECTATION          | 1.L.1.d.           | Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).  |
| EXPECTATION          | 1.L.1.f.           | Use frequently occurring adjectives.   |
| EXPECTATION          | 1.L.1.i.           | Use frequently occurring prepositions (e.g., during, beyond, toward).  |
| EXPECTATION          | 1.L.1.j.           | Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.  |
| STRAND               | KY.CC.1.<br>L.     | Language Standards   |
| CATEGORY / GOAL      |                    | Conventions of Standard English  |
| STANDARD / ORGANIZER | 1.L.2.             | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| EXPECTATION          | 1.L.2.b.           | Use end punctuation for sentences.   |
| EXPECTATION          | 1.L.2.c.           | Use commas in dates and to separate single words in a series.  |
| EXPECTATION          | 1.L.2.d.           | Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  |
| EXPECTATION          | 1.L.2.e.           | Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.   |
| STRAND               | KY.CC.1.<br>L.     | Language Standards   |
| CATEGORY / GOAL      |                    | Vocabulary Acquisition and Use   |
| STANDARD / ORGANIZER | 1.L.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.  |
| EXPECTATION          | 1.L.4.a.           | Use sentence-level context as a clue to the meaning of a word or phrase.   |
| EXPECTATION          | 1.L.4.c.           | Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).   |
| STRAND               | KY.CC.1.<br>L.     | Language Standards   |
| CATEGORY / GOAL      |                    | Vocabulary Acquisition and Use   |
| STANDARD / ORGANIZER | 1.L.6.             | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that). |
| STRAND               | KY.CC.C<br>CRA-L.  | College and Career Readiness Anchor Standards for Language   |
| CATEGORY / GOAL      |                    | Conventions of Standard English  |
| STANDARD / ORGANIZER | CCRA-L.1.          | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| STANDARD / ORGANIZER | CCRA-L.2.          | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| STRAND               | KY.CC.C<br>CRA-L.  | College and Career Readiness Anchor Standards for Language   |

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| <b>CATEGORY / GOAL</b>      |                   | <b>Knowledge of Language</b>  |
| <b>STANDARD / ORGANIZER</b> | CCRA-L.3.         | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   |
| <b>STRAND</b>               | KY.CC.C<br>CRA-L. | <b>College and Career Readiness Anchor Standards for Language</b>   |
| <b>CATEGORY / GOAL</b>      |                   | <b>Vocabulary Acquisition and Use</b>   |
| <b>STANDARD / ORGANIZER</b> | CCRA-L.4.         | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.   |
| <b>STANDARD / ORGANIZER</b> | CCRA-L.6.         | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |

Unit 1

**Kentucky Core Academic Standards  
Language Arts**

Grade 1 - Adopted: 2010

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| <b>STRAND</b>               | KY.CC.1.<br>RL. | <b>Reading Standards for Literature</b>  |
| <b>CATEGORY / GOAL</b>      |                 | <b>Key Ideas and Details</b>   |
| <b>STANDARD / ORGANIZER</b> | 1.RL.1.         | Ask and answer questions about key details in a text.  |
| <b>STANDARD / ORGANIZER</b> | 1.RL.2.         | Retell stories, including key details, and demonstrate understanding of their central message or lesson.                                       |
| <b>STANDARD / ORGANIZER</b> | 1.RL.3.         | Describe characters, settings, and major events in a story, using key details.   |
| <b>STRAND</b>               | KY.CC.1.<br>RL. | <b>Reading Standards for Literature</b>  |
| <b>CATEGORY / GOAL</b>      |                 | <b>Craft and Structure</b>   |
| <b>STANDARD / ORGANIZER</b> | 1.RL.4.         | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.  |
| <b>STANDARD / ORGANIZER</b> | 1.RL.5.         | Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. |
| <b>STRAND</b>               | KY.CC.1.<br>RL. | <b>Reading Standards for Literature</b>  |
| <b>CATEGORY / GOAL</b>      |                 | <b>Integration of Knowledge and Ideas</b>  |
| <b>STANDARD / ORGANIZER</b> | 1.RL.7.         | Use illustrations and details in a story to describe its characters, setting, or events.   |
| <b>STRAND</b>               | KY.CC.1.<br>RL. | <b>Reading Standards for Literature</b>  |
| <b>CATEGORY / GOAL</b>      |                 | <b>Range of Reading and Level of Text Complexity</b>   |
| <b>STANDARD / ORGANIZER</b> | 1.RL.10.        | With prompting and support, read prose and poetry of appropriate complexity for grade  |
| <b>STRAND</b>               | KY.CC.1.<br>RF. | <b>Reading Standards: Foundational Skills</b>  |
| <b>CATEGORY / GOAL</b>      |                 | <b>Phonological Awareness</b>  |
| <b>STANDARD / ORGANIZER</b> | 1.RF.2.         | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).   |
| <b>EXPECTATION</b>          | 1.RF.2.a.       | Distinguish long from short vowel sounds in spoken single-syllable words.  |
| <b>EXPECTATION</b>          | 1.RF.2.b.       | Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  |
| <b>STRAND</b>               | KY.CC.1.        | <b>Reading Standards: Foundational Skills</b>  |

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|                      | RF.               |   |
| CATEGORY / GOAL      |                   | Phonics and Word Recognition  |
| STANDARD / ORGANIZER | 1.RF.3.           | Know and apply grade-level phonics and word analysis skills in decoding words.  |
| EXPECTATION          | 1.RF.3.a.         | Know the spelling-sound correspondences for common consonant digraphs.  |
| EXPECTATION          | 1.RF.3.b.         | Decode regularly spelled one-syllable words.  |
| STRAND               | KY.CC.1.<br>RF.   | Reading Standards: Foundational Skills  |
| CATEGORY / GOAL      |                   | Fluency   |
| STANDARD / ORGANIZER | 1.RF.4.           | Read with sufficient accuracy and fluency to support comprehension.   |
| EXPECTATION          | 1.RF.4.a.         | Read on-level text with purpose and understanding.  |
| EXPECTATION          | 1.RF.4.b.         | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.   |
| EXPECTATION          | 1.RF.4.c.         | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  |
| STRAND               | KY.CC.K-<br>5.RT. | Range of Text Types for K-5: Students in K-5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.                      |
| CATEGORY / GOAL      |                   | Literature  |
| STANDARD / ORGANIZER | K-5.RT.1.         | Stories: Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth  |
| STANDARD / ORGANIZER | K-5.RT.3.         | Poetry: Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem  |
| STRAND               | KY.CC.C<br>CRA-R. | College and Career Readiness Anchor Standards for Reading   |
| CATEGORY / GOAL      |                   | Key Ideas and Details   |
| STANDARD / ORGANIZER | CCRA-<br>R.1.     | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| STANDARD / ORGANIZER | CCRA-<br>R.2.     | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  |
| STANDARD / ORGANIZER | CCRA-<br>R.3.     | Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  |
| STRAND               | KY.CC.C<br>CRA-R. | College and Career Readiness Anchor Standards for Reading   |
| CATEGORY / GOAL      |                   | Craft and Structure   |
| STANDARD / ORGANIZER | CCRA-<br>R.4.     | 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.         |
| STRAND               | KY.CC.C<br>CRA-R. | College and Career Readiness Anchor Standards for Reading   |
| CATEGORY / GOAL      |                   | Integration of Knowledge and Ideas  |
| STANDARD / ORGANIZER | CCRA-<br>R.7.     | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  |
| STRAND               | KY.CC.C<br>CRA-R. | College and Career Readiness Anchor Standards for Reading   |
| CATEGORY / GOAL      |                   | Range of Reading and Level of Text Complexity   |
| STANDARD / ORGANIZER | CCRA-<br>R.10.    | Read and comprehend complex literary and informational texts independently and proficiently.  |
| STRAND               | KY.CC.1.<br>W.    | Writing Standards   |
| CATEGORY / GOAL      |                   | Text Types and Purposes   |
| STANDARD / ORGANIZER | 1.W.1.            | Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some                                 |

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|                      |                | sense of closure.   |
| STANDARD / ORGANIZER | 1.W.2.         | Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.   |
| STANDARD / ORGANIZER | 1.W.3.         | Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. |
| STRAND               | KY.CC.1.W.     | Writing Standards   |
| CATEGORY / GOAL      |                | Production and Distribution of Writing  |
| STANDARD / ORGANIZER | 1.W.5.         | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.  |
| STRAND               | KY.CC.1.W.     | Writing Standards   |
| CATEGORY / GOAL      |                | Research to Build and Present Knowledge   |
| STANDARD / ORGANIZER | 1.W.7.         | Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).   |
| STANDARD / ORGANIZER | 1.W.8.         | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  |
| STRAND               | KY.CC.C CRA-W. | College and Career Readiness Anchor Standards for Writing   |
| CATEGORY / GOAL      |                | Text Types and Purposes   |
| STANDARD / ORGANIZER | CCRA-W.3.      | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.   |
| STRAND               | KY.CC.C CRA-W. | College and Career Readiness Anchor Standards for Writing   |
| CATEGORY / GOAL      |                | Production and Distribution of Writing  |
| STANDARD / ORGANIZER | CCRA-W.4.      | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| STRAND               | KY.CC.C CRA-W. | College and Career Readiness Anchor Standards for Writing   |
| CATEGORY / GOAL      |                | Research to Build and Present Knowledge   |
| STANDARD / ORGANIZER | CCRA-W.8.      | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.                             |
| STANDARD / ORGANIZER | CCRA-W.9.      | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |
| STRAND               | KY.CC.C CRA-W. | College and Career Readiness Anchor Standards for Writing   |
| CATEGORY / GOAL      |                | Range of Writing  |
| STANDARD / ORGANIZER | CCRA-W.10.     | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.             |
| STRAND               | KY.CC.1.SL.    | Speaking and Listening Standards  |
| CATEGORY / GOAL      |                | Comprehension and Collaboration   |
| STANDARD / ORGANIZER | 1.SL.1.        | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.   |
| EXPECTATION          | 1.SL.1.a.      | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).   |
| EXPECTATION          | 1.SL.1.b.      | Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  |
| EXPECTATION          | 1.SL.1.c.      | Ask questions to clear up any confusion about the topics and texts under discussion.  |
| STRAND               | KY.CC.1.SL.    | Speaking and Listening Standards  |
| CATEGORY /           |                | Comprehension and Collaboration   |

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| <b>GOAL</b>                 |                 |  |
| <b>STANDARD / ORGANIZER</b> | 1.SL.2.         | Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  |
| <b>STANDARD / ORGANIZER</b> | 1.SL.3.         | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  |
| <b>STRAND</b>               | KY.CC.1.SL.     | Speaking and Listening Standards   |
| <b>CATEGORY / GOAL</b>      |                 | Presentation of Knowledge and Ideas  |
| <b>STANDARD / ORGANIZER</b> | 1.SL.6.         | Produce complete sentences when appropriate to task and situation.   |
| <b>STRAND</b>               | KY.CC.C CRA-SL. | College and Career Readiness Anchor Standards for Speaking and Listening   |
| <b>CATEGORY / GOAL</b>      |                 | Comprehension and Collaboration  |
| <b>STANDARD / ORGANIZER</b> | CCRA-SL.1.      | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.   |
| <b>STRAND</b>               | KY.CC.1.L.      | Language Standards   |
| <b>CATEGORY / GOAL</b>      |                 | Conventions of Standard English  |
| <b>STANDARD / ORGANIZER</b> | 1.L.1.          | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| <b>EXPECTATION</b>          | 1.L.1.b.        | Use common, proper, and possessive nouns.  |
| <b>EXPECTATION</b>          | 1.L.1.f.        | Use frequently occurring adjectives.   |
| <b>EXPECTATION</b>          | 1.L.1.i.        | Use frequently occurring prepositions (e.g., during, beyond, toward).  |
| <b>EXPECTATION</b>          | 1.L.1.j.        | Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.  |
| <b>STRAND</b>               | KY.CC.1.L.      | Language Standards   |
| <b>CATEGORY / GOAL</b>      |                 | Conventions of Standard English  |
| <b>STANDARD / ORGANIZER</b> | 1.L.2.          | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| <b>EXPECTATION</b>          | 1.L.2.d.        | Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  |
| <b>EXPECTATION</b>          | 1.L.2.e.        | Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.   |
| <b>STRAND</b>               | KY.CC.1.L.      | Language Standards   |
| <b>CATEGORY / GOAL</b>      |                 | Vocabulary Acquisition and Use   |
| <b>STANDARD / ORGANIZER</b> | 1.L.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.  |
| <b>EXPECTATION</b>          | 1.L.4.a.        | Use sentence-level context as a clue to the meaning of a word or phrase.   |
| <b>STRAND</b>               | KY.CC.1.L.      | Language Standards   |
| <b>CATEGORY / GOAL</b>      |                 | Vocabulary Acquisition and Use   |
| <b>STANDARD / ORGANIZER</b> | 1.L.5.          | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.   |
| <b>EXPECTATION</b>          | 1.L.5.c.        | Identify real-life connections between words and their use (e.g., note places at home that are cozy).  |
| <b>STRAND</b>               | KY.CC.1.L.      | Language Standards   |
| <b>CATEGORY / GOAL</b>      |                 | Vocabulary Acquisition and Use   |
| <b>STANDARD / ORGANIZER</b> | 1.L.6.          | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that). |

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| <b>STRAND</b>                   | <b>KY.CC.C<br/>CRA-L.</b> | <b>College and Career Readiness Anchor Standards for Language</b>  |
| <b>CATEGORY /<br/>GOAL</b>      |                           | <b>Conventions of Standard English</b>   |
| <b>STANDARD /<br/>ORGANIZER</b> | <b>CCRA-<br/>L.1.</b>     | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>  |
| <b>STANDARD /<br/>ORGANIZER</b> | <b>CCRA-<br/>L.2.</b>     | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>  |
| <b>STRAND</b>                   | <b>KY.CC.C<br/>CRA-L.</b> | <b>College and Career Readiness Anchor Standards for Language</b>  |
| <b>CATEGORY /<br/>GOAL</b>      |                           | <b>Knowledge of Language</b>   |
| <b>STANDARD /<br/>ORGANIZER</b> | <b>CCRA-<br/>L.3.</b>     | <b>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b>   |
| <b>STRAND</b>                   | <b>KY.CC.C<br/>CRA-L.</b> | <b>College and Career Readiness Anchor Standards for Language</b>  |
| <b>CATEGORY /<br/>GOAL</b>      |                           | <b>Vocabulary Acquisition and Use</b>  |
| <b>STANDARD /<br/>ORGANIZER</b> | <b>CCRA-<br/>L.4.</b>     | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>   |
| <b>STANDARD /<br/>ORGANIZER</b> | <b>CCRA-<br/>L.6.</b>     | <b>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</b> |

Unit 2

**Kentucky Core Academic Standards**

**Language Arts**

Grade 1 - Adopted: 2010

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| <b>STRAND</b>                   | <b>KY.CC.1.<br/>RL.</b> | <b>Reading Standards for Literature</b>   |
| <b>CATEGORY /<br/>GOAL</b>      |                         | <b>Key Ideas and Details</b>  |
| <b>STANDARD /<br/>ORGANIZER</b> | <b>1.RL.1.</b>          | <b>Ask and answer questions about key details in a text.</b>  |
| <b>STANDARD /<br/>ORGANIZER</b> | <b>1.RL.2.</b>          | <b>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</b>                                       |
| <b>STANDARD /<br/>ORGANIZER</b> | <b>1.RL.3.</b>          | <b>Describe characters, settings, and major events in a story, using key details.</b>   |
| <b>STRAND</b>                   | <b>KY.CC.1.<br/>RL.</b> | <b>Reading Standards for Literature</b>   |
| <b>CATEGORY /<br/>GOAL</b>      |                         | <b>Craft and Structure</b>  |
| <b>STANDARD /<br/>ORGANIZER</b> | <b>1.RL.4.</b>          | <b>Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</b>  |
| <b>STANDARD /<br/>ORGANIZER</b> | <b>1.RL.5.</b>          | <b>Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</b> |
| <b>STRAND</b>                   | <b>KY.CC.1.<br/>RL.</b> | <b>Reading Standards for Literature</b>   |
| <b>CATEGORY /<br/>GOAL</b>      |                         | <b>Integration of Knowledge and Ideas</b>   |
| <b>STANDARD /<br/>ORGANIZER</b> | <b>1.RL.7.</b>          | <b>Use illustrations and details in a story to describe its characters, setting, or events.</b>   |
| <b>STRAND</b>                   | <b>KY.CC.1.<br/>RL.</b> | <b>Reading Standards for Literature</b>   |
| <b>CATEGORY /<br/>GOAL</b>      |                         | <b>Range of Reading and Level of Text Complexity</b>  |
| <b>STANDARD /<br/>ORGANIZER</b> | <b>1.RL.10.</b>         | <b>With prompting and support, read prose and poetry of appropriate complexity for grade</b>  |

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| <b>STRAND</b>               | <b>KY.CC.1.RI.</b>   | <b>Reading Standards for Informational Text</b>  |
| <b>CATEGORY / GOAL</b>      |                      | <b>Key Ideas and Details</b>   |
| <b>STANDARD / ORGANIZER</b> | <b>1.RI.1.</b>       | <b>Ask and answer questions about key details in a text.</b>   |
| <b>STANDARD / ORGANIZER</b> | <b>1.RI.2.</b>       | <b>Identify the main topic and retell key details of a text.</b>   |
| <b>STRAND</b>               | <b>KY.CC.1.RI.</b>   | <b>Reading Standards for Informational Text</b>  |
| <b>CATEGORY / GOAL</b>      |                      | <b>Craft and Structure</b>   |
| <b>STANDARD / ORGANIZER</b> | <b>1.RI.4.</b>       | <b>Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</b>   |
| <b>STANDARD / ORGANIZER</b> | <b>1.RI.6.</b>       | <b>Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</b>  |
| <b>STRAND</b>               | <b>KY.CC.1.RI.</b>   | <b>Reading Standards for Informational Text</b>  |
| <b>CATEGORY / GOAL</b>      |                      | <b>Integration of Knowledge and Ideas</b>  |
| <b>STANDARD / ORGANIZER</b> | <b>1.RI.7.</b>       | <b>Use the illustrations and details in a text to describe its key ideas.</b>  |
| <b>STANDARD / ORGANIZER</b> | <b>1.RI.8.</b>       | <b>Identify the reasons an author gives to support points in a text.</b>   |
| <b>STRAND</b>               | <b>KY.CC.1.RI.</b>   | <b>Reading Standards for Informational Text</b>  |
| <b>CATEGORY / GOAL</b>      |                      | <b>Range of Reading and Level of Text Complexity</b>   |
| <b>STANDARD / ORGANIZER</b> | <b>1.RI.10.</b>      | <b>With prompting and support, read informational texts appropriately complex for grade</b>  |
| <b>STRAND</b>               | <b>KY.CC.1.RF.</b>   | <b>Reading Standards: Foundational Skills</b>  |
| <b>CATEGORY / GOAL</b>      |                      | <b>Phonological Awareness</b>  |
| <b>STANDARD / ORGANIZER</b> | <b>1.RF.2.</b>       | <b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>  |
| <b>EXPECTATION</b>          | <b>1.RF.2.a.</b>     | <b>Distinguish long from short vowel sounds in spoken single-syllable words.</b>   |
| <b>EXPECTATION</b>          | <b>1.RF.2.b.</b>     | <b>Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</b>   |
| <b>STRAND</b>               | <b>KY.CC.1.RF.</b>   | <b>Reading Standards: Foundational Skills</b>  |
| <b>CATEGORY / GOAL</b>      |                      | <b>Phonics and Word Recognition</b>  |
| <b>STANDARD / ORGANIZER</b> | <b>1.RF.3.</b>       | <b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>  |
| <b>EXPECTATION</b>          | <b>1.RF.3.a.</b>     | <b>Know the spelling-sound correspondences for common consonant digraphs.</b>  |
| <b>EXPECTATION</b>          | <b>1.RF.3.b.</b>     | <b>Decode regularly spelled one-syllable words.</b>  |
| <b>EXPECTATION</b>          | <b>1.RF.3.c.</b>     | <b>Know final -e and common vowel team conventions for representing long vowel sounds.</b>   |
| <b>STRAND</b>               | <b>KY.CC.1.RF.</b>   | <b>Reading Standards: Foundational Skills</b>  |
| <b>CATEGORY / GOAL</b>      |                      | <b>Fluency</b>   |
| <b>STANDARD / ORGANIZER</b> | <b>1.RF.4.</b>       | <b>Read with sufficient accuracy and fluency to support comprehension.</b>   |
| <b>EXPECTATION</b>          | <b>1.RF.4.a.</b>     | <b>Read on-level text with purpose and understanding.</b>  |
| <b>EXPECTATION</b>          | <b>1.RF.4.b.</b>     | <b>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</b>   |
| <b>EXPECTATION</b>          | <b>1.RF.4.c.</b>     | <b>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</b>  |
| <b>STRAND</b>               | <b>KY.CC.K-5.RT.</b> | <b>Range of Text Types for K-5: Students in K-5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and</b> |

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|                      |                | periods.  |
| CATEGORY / GOAL      |                | Literature  |
| STANDARD / ORGANIZER | K-5.RT.1.      | Stories: Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth  |
| STANDARD / ORGANIZER | K-5.RT.3.      | Poetry: Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem  |
| STRAND               | KY.CC.K-5.RT.  | Range of Text Types for K-5: Students in K-5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.  |
| CATEGORY / GOAL      |                | Informational Text  |
| STANDARD / ORGANIZER | K-5.RT.4.      | Literary Nonfiction and Historical, Scientific, and Technical Texts: Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics |
| STRAND               | KY.CC.C CRA-R. | College and Career Readiness Anchor Standards for Reading   |
| CATEGORY / GOAL      |                | Key Ideas and Details   |
| STANDARD / ORGANIZER | CCRA-R.1.      | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.   |
| STANDARD / ORGANIZER | CCRA-R.2.      | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  |
| STANDARD / ORGANIZER | CCRA-R.3.      | Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  |
| STRAND               | KY.CC.C CRA-R. | College and Career Readiness Anchor Standards for Reading   |
| CATEGORY / GOAL      |                | Craft and Structure   |
| STANDARD / ORGANIZER | CCRA-R.4.      | 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.   |
| STRAND               | KY.CC.C CRA-R. | College and Career Readiness Anchor Standards for Reading   |
| CATEGORY / GOAL      |                | Integration of Knowledge and Ideas  |
| STANDARD / ORGANIZER | CCRA-R.7.      | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  |
| STRAND               | KY.CC.C CRA-R. | College and Career Readiness Anchor Standards for Reading   |
| CATEGORY / GOAL      |                | Range of Reading and Level of Text Complexity   |
| STANDARD / ORGANIZER | CCRA-R.10.     | Read and comprehend complex literary and informational texts independently and proficiently.  |
| STRAND               | KY.CC.1.W.     | Writing Standards   |
| CATEGORY / GOAL      |                | Text Types and Purposes   |
| STANDARD / ORGANIZER | 1.W.1.         | Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.   |
| STANDARD / ORGANIZER | 1.W.2.         | Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.   |
| STANDARD / ORGANIZER | 1.W.3.         | Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.   |
| STRAND               | KY.CC.1.W.     | Writing Standards   |
| CATEGORY / GOAL      |                | Production and Distribution of Writing  |
| STANDARD / ORGANIZER | 1.W.5.         | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.  |

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| STRAND               | KY.CC.1.W.      | Writing Standards   |
| CATEGORY / GOAL      |                 | Research to Build and Present Knowledge   |
| STANDARD / ORGANIZER | 1.W.7.          | Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).                                 |
| STRAND               | KY.CC.C CRA-W.  | College and Career Readiness Anchor Standards for Writing   |
| CATEGORY / GOAL      |                 | Text Types and Purposes   |
| STANDARD / ORGANIZER | CCRA-W.1.       | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  |
| STANDARD / ORGANIZER | CCRA-W.3.       | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.   |
| STRAND               | KY.CC.C CRA-W.  | College and Career Readiness Anchor Standards for Writing   |
| CATEGORY / GOAL      |                 | Production and Distribution of Writing  |
| STANDARD / ORGANIZER | CCRA-W.4.       | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| STANDARD / ORGANIZER | CCRA-W.5.       | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.   |
| STRAND               | KY.CC.C CRA-W.  | College and Career Readiness Anchor Standards for Writing   |
| CATEGORY / GOAL      |                 | Research to Build and Present Knowledge   |
| STANDARD / ORGANIZER | CCRA-W.9.       | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |
| STRAND               | KY.CC.C CRA-W.  | College and Career Readiness Anchor Standards for Writing   |
| CATEGORY / GOAL      |                 | Range of Writing  |
| STANDARD / ORGANIZER | CCRA-W.10.      | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND               | KY.CC.1.SL.     | Speaking and Listening Standards  |
| CATEGORY / GOAL      |                 | Comprehension and Collaboration   |
| STANDARD / ORGANIZER | 1.SL.1.         | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.   |
| EXPECTATION          | 1.SL.1.a.       | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).   |
| EXPECTATION          | 1.SL.1.b.       | Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  |
| EXPECTATION          | 1.SL.1.c.       | Ask questions to clear up any confusion about the topics and texts under discussion.  |
| STRAND               | KY.CC.1.SL.     | Speaking and Listening Standards  |
| CATEGORY / GOAL      |                 | Comprehension and Collaboration   |
| STANDARD / ORGANIZER | 1.SL.3.         | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.   |
| STRAND               | KY.CC.1.SL.     | Speaking and Listening Standards  |
| CATEGORY / GOAL      |                 | Presentation of Knowledge and Ideas   |
| STANDARD / ORGANIZER | 1.SL.5.         | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  |
| STANDARD / ORGANIZER | 1.SL.6.         | Produce complete sentences when appropriate to task and situation.  |
| STRAND               | KY.CC.C CRA-SL. | College and Career Readiness Anchor Standards for Speaking and Listening  |

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| CATEGORY / GOAL      |                   | Comprehension and Collaboration  |
| STANDARD / ORGANIZER | CCRA-SL.1.        | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.   |
| STRAND               | KY.CC.1.L.        | Language Standards   |
| CATEGORY / GOAL      |                   | Conventions of Standard English  |
| STANDARD / ORGANIZER | 1.L.1.            | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| EXPECTATION          | 1.L.1.b.          | Use common, proper, and possessive nouns.  |
| EXPECTATION          | 1.L.1.f.          | Use frequently occurring adjectives.   |
| EXPECTATION          | 1.L.1.i.          | Use frequently occurring prepositions (e.g., during, beyond, toward).  |
| EXPECTATION          | 1.L.1.j.          | Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.  |
| STRAND               | KY.CC.1.L.        | Language Standards   |
| CATEGORY / GOAL      |                   | Conventions of Standard English  |
| STANDARD / ORGANIZER | 1.L.2.            | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| EXPECTATION          | 1.L.2.b.          | Use end punctuation for sentences.   |
| EXPECTATION          | 1.L.2.d.          | Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  |
| EXPECTATION          | 1.L.2.e.          | Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.   |
| STRAND               | KY.CC.1.L.        | Language Standards   |
| CATEGORY / GOAL      |                   | Vocabulary Acquisition and Use   |
| STANDARD / ORGANIZER | 1.L.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.  |
| EXPECTATION          | 1.L.4.a.          | Use sentence-level context as a clue to the meaning of a word or phrase.   |
| STRAND               | KY.CC.1.L.        | Language Standards   |
| CATEGORY / GOAL      |                   | Vocabulary Acquisition and Use   |
| STANDARD / ORGANIZER | 1.L.5.            | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.   |
| EXPECTATION          | 1.L.5.c.          | Identify real-life connections between words and their use (e.g., note places at home that are cozy).  |
| STRAND               | KY.CC.1.L.        | Language Standards   |
| CATEGORY / GOAL      |                   | Vocabulary Acquisition and Use   |
| STANDARD / ORGANIZER | 1.L.6.            | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that). |
| STRAND               | KY.CC.C<br>CRA-L. | College and Career Readiness Anchor Standards for Language   |
| CATEGORY / GOAL      |                   | Conventions of Standard English  |
| STANDARD / ORGANIZER | CCRA-L.1.         | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| STANDARD / ORGANIZER | CCRA-L.2.         | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| STRAND               | KY.CC.C<br>CRA-L. | College and Career Readiness Anchor Standards for Language   |
| CATEGORY / GOAL      |                   | Knowledge of Language  |

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| STANDARD / ORGANIZER | CCRA-L.3.         | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   |
| STRAND               | KY.CC.C<br>CRA-L. | College and Career Readiness Anchor Standards for Language  |
| CATEGORY / GOAL      |                   | Vocabulary Acquisition and Use  |
| STANDARD / ORGANIZER | CCRA-L.4.         | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.   |
| STANDARD / ORGANIZER | CCRA-L.6.         | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |

Unit 3

Kentucky Core Academic Standards

Language Arts

Grade 1 - Adopted: 2010

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| STRAND               | KY.CC.1.<br>RL. | Reading Standards for Literature   |
| CATEGORY / GOAL      |                 | Key Ideas and Details  |
| STANDARD / ORGANIZER | 1.RL.1.         | Ask and answer questions about key details in a text.  |
| STANDARD / ORGANIZER | 1.RL.2.         | Retell stories, including key details, and demonstrate understanding of their central message or lesson.                                       |
| STANDARD / ORGANIZER | 1.RL.3.         | Describe characters, settings, and major events in a story, using key details.   |
| STRAND               | KY.CC.1.<br>RL. | Reading Standards for Literature   |
| CATEGORY / GOAL      |                 | Craft and Structure  |
| STANDARD / ORGANIZER | 1.RL.4.         | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.  |
| STANDARD / ORGANIZER | 1.RL.5.         | Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. |
| STRAND               | KY.CC.1.<br>RL. | Reading Standards for Literature   |
| CATEGORY / GOAL      |                 | Integration of Knowledge and Ideas   |
| STANDARD / ORGANIZER | 1.RL.7.         | Use illustrations and details in a story to describe its characters, setting, or events.   |
| STRAND               | KY.CC.1.<br>RL. | Reading Standards for Literature   |
| CATEGORY / GOAL      |                 | Range of Reading and Level of Text Complexity  |
| STANDARD / ORGANIZER | 1.RL.10.        | With prompting and support, read prose and poetry of appropriate complexity for grade  |
| STRAND               | KY.CC.1.<br>RF. | Reading Standards: Foundational Skills   |
| CATEGORY / GOAL      |                 | Phonological Awareness   |
| STANDARD / ORGANIZER | 1.RF.2.         | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).   |
| EXPECTATION          | 1.RF.2.a.       | Distinguish long from short vowel sounds in spoken single-syllable words.  |
| EXPECTATION          | 1.RF.2.b.       | Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  |
| STRAND               | KY.CC.1.<br>RF. | Reading Standards: Foundational Skills   |
| CATEGORY /           |                 | Phonics and Word Recognition   |

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| <b>GOAL</b>                 |                   |   |
| <b>STANDARD / ORGANIZER</b> | 1.RF.3.           | Know and apply grade-level phonics and word analysis skills in decoding words.  |
| <b>EXPECTATION</b>          | 1.RF.3.a.         | Know the spelling-sound correspondences for common consonant digraphs.  |
| <b>EXPECTATION</b>          | 1.RF.3.b.         | Decode regularly spelled one-syllable words.  |
| <b>EXPECTATION</b>          | 1.RF.3.c.         | Know final -e and common vowel team conventions for representing long vowel sounds.   |
| <b>STRAND</b>               | KY.CC.1.<br>RF.   | Reading Standards: Foundational Skills  |
| <b>CATEGORY / GOAL</b>      |                   | Fluency   |
| <b>STANDARD / ORGANIZER</b> | 1.RF.4.           | Read with sufficient accuracy and fluency to support comprehension.   |
| <b>EXPECTATION</b>          | 1.RF.4.a.         | Read on-level text with purpose and understanding.  |
| <b>EXPECTATION</b>          | 1.RF.4.b.         | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.   |
| <b>EXPECTATION</b>          | 1.RF.4.c.         | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  |
| <b>STRAND</b>               | KY.CC.K-<br>5.RT. | Range of Text Types for K-5: Students in K-5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.                      |
| <b>CATEGORY / GOAL</b>      |                   | Literature  |
| <b>STANDARD / ORGANIZER</b> | K-5.RT.1.         | Stories: Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth  |
| <b>STANDARD / ORGANIZER</b> | K-5.RT.3.         | Poetry: Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem  |
| <b>STRAND</b>               | KY.CC.C<br>CRA-R. | College and Career Readiness Anchor Standards for Reading   |
| <b>CATEGORY / GOAL</b>      |                   | Key Ideas and Details   |
| <b>STANDARD / ORGANIZER</b> | CCRA-<br>R.1.     | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| <b>STANDARD / ORGANIZER</b> | CCRA-<br>R.2.     | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  |
| <b>STANDARD / ORGANIZER</b> | CCRA-<br>R.3.     | Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  |
| <b>STRAND</b>               | KY.CC.C<br>CRA-R. | College and Career Readiness Anchor Standards for Reading   |
| <b>CATEGORY / GOAL</b>      |                   | Craft and Structure   |
| <b>STANDARD / ORGANIZER</b> | CCRA-<br>R.4.     | 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.         |
| <b>STANDARD / ORGANIZER</b> | CCRA-<br>R.5.     | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.      |
| <b>STANDARD / ORGANIZER</b> | CCRA-<br>R.6.     | Assess how point of view or purpose shapes the content and style of a text.   |
| <b>STRAND</b>               | KY.CC.C<br>CRA-R. | College and Career Readiness Anchor Standards for Reading   |
| <b>CATEGORY / GOAL</b>      |                   | Integration of Knowledge and Ideas  |
| <b>STANDARD / ORGANIZER</b> | CCRA-<br>R.7.     | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  |
| <b>STRAND</b>               | KY.CC.C<br>CRA-R. | College and Career Readiness Anchor Standards for Reading   |
| <b>CATEGORY / GOAL</b>      |                   | Range of Reading and Level of Text Complexity   |
| <b>STANDARD / ORGANIZER</b> | CCRA-<br>R.10.    | Read and comprehend complex literary and informational texts independently and proficiently.  |
| <b>STRAND</b>               | KY.CC.1.          | Writing Standards   |

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| CATEGORY / GOAL      |                   | Text Types and Purposes   |
| STANDARD / ORGANIZER | 1.W.1.            | Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.                         |
| STANDARD / ORGANIZER | 1.W.2.            | Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.   |
| STANDARD / ORGANIZER | 1.W.3.            | Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. |
| STRAND               | KY.CC.1.<br>W.    | Writing Standards   |
| CATEGORY / GOAL      |                   | Production and Distribution of Writing  |
| STANDARD / ORGANIZER | 1.W.5.            | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.  |
| STRAND               | KY.CC.1.<br>W.    | Writing Standards   |
| CATEGORY / GOAL      |                   | Research to Build and Present Knowledge   |
| STANDARD / ORGANIZER | 1.W.7.            | Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).   |
| STRAND               | KY.CC.C<br>CRA-W. | College and Career Readiness Anchor Standards for Writing   |
| CATEGORY / GOAL      |                   | Text Types and Purposes   |
| STANDARD / ORGANIZER | CCRA-W.1.         | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  |
| STANDARD / ORGANIZER | CCRA-W.3.         | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.   |
| STRAND               | KY.CC.C<br>CRA-W. | College and Career Readiness Anchor Standards for Writing   |
| CATEGORY / GOAL      |                   | Production and Distribution of Writing  |
| STANDARD / ORGANIZER | CCRA-W.4.         | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| STANDARD / ORGANIZER | CCRA-W.5.         | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.   |
| STRAND               | KY.CC.C<br>CRA-W. | College and Career Readiness Anchor Standards for Writing   |
| CATEGORY / GOAL      |                   | Research to Build and Present Knowledge   |
| STANDARD / ORGANIZER | CCRA-W.9.         | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |
| STRAND               | KY.CC.C<br>CRA-W. | College and Career Readiness Anchor Standards for Writing   |
| CATEGORY / GOAL      |                   | Range of Writing  |
| STANDARD / ORGANIZER | CCRA-W.10.        | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.             |
| STRAND               | KY.CC.1.<br>SL.   | Speaking and Listening Standards  |
| CATEGORY / GOAL      |                   | Comprehension and Collaboration   |
| STANDARD / ORGANIZER | 1.SL.1.           | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.   |
| EXPECTATION          | 1.SL.1.a.         | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).   |
| EXPECTATION          | 1.SL.1.b.         | Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  |
| EXPECTATION          | 1.SL.1.c.         | Ask questions to clear up any confusion about the topics and texts under  |

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|                             |                        | discussion.   |
| <b>STRAND</b>               | <b>KY.CC.1.SL.</b>     | <b>Speaking and Listening Standards</b>   |
| <b>CATEGORY / GOAL</b>      |                        | <b>Comprehension and Collaboration</b>  |
| <b>STANDARD / ORGANIZER</b> | <b>1.SL.3.</b>         | <b>Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</b>  |
| <b>STRAND</b>               | <b>KY.CC.1.SL.</b>     | <b>Speaking and Listening Standards</b>   |
| <b>CATEGORY / GOAL</b>      |                        | <b>Presentation of Knowledge and Ideas</b>  |
| <b>STANDARD / ORGANIZER</b> | <b>1.SL.5.</b>         | <b>Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</b>   |
| <b>STANDARD / ORGANIZER</b> | <b>1.SL.6.</b>         | <b>Produce complete sentences when appropriate to task and situation.</b>   |
| <b>STRAND</b>               | <b>KY.CC.C CRA-SL.</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>   |
| <b>CATEGORY / GOAL</b>      |                        | <b>Comprehension and Collaboration</b>  |
| <b>STANDARD / ORGANIZER</b> | <b>CCRA-SL.1.</b>      | <b>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</b> |
| <b>STRAND</b>               | <b>KY.CC.1.L.</b>      | <b>Language Standards</b>   |
| <b>CATEGORY / GOAL</b>      |                        | <b>Conventions of Standard English</b>  |
| <b>STANDARD / ORGANIZER</b> | <b>1.L.1.</b>          | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>   |
| <b>EXPECTATION</b>          | <b>1.L.1.b.</b>        | <b>Use common, proper, and possessive nouns.</b>  |
| <b>EXPECTATION</b>          | <b>1.L.1.e.</b>        | <b>Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</b>  |
| <b>EXPECTATION</b>          | <b>1.L.1.f.</b>        | <b>Use frequently occurring adjectives.</b>   |
| <b>EXPECTATION</b>          | <b>1.L.1.j.</b>        | <b>Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</b>  |
| <b>STRAND</b>               | <b>KY.CC.1.L.</b>      | <b>Language Standards</b>   |
| <b>CATEGORY / GOAL</b>      |                        | <b>Conventions of Standard English</b>  |
| <b>STANDARD / ORGANIZER</b> | <b>1.L.2.</b>          | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>   |
| <b>EXPECTATION</b>          | <b>1.L.2.b.</b>        | <b>Use end punctuation for sentences.</b>   |
| <b>EXPECTATION</b>          | <b>1.L.2.d.</b>        | <b>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</b>  |
| <b>EXPECTATION</b>          | <b>1.L.2.e.</b>        | <b>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</b>   |
| <b>STRAND</b>               | <b>KY.CC.1.L.</b>      | <b>Language Standards</b>   |
| <b>CATEGORY / GOAL</b>      |                        | <b>Vocabulary Acquisition and Use</b>   |
| <b>STANDARD / ORGANIZER</b> | <b>1.L.4.</b>          | <b>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.</b>                    |
| <b>EXPECTATION</b>          | <b>1.L.4.a.</b>        | <b>Use sentence-level context as a clue to the meaning of a word or phrase.</b>   |
| <b>STRAND</b>               | <b>KY.CC.1.L.</b>      | <b>Language Standards</b>   |
| <b>CATEGORY / GOAL</b>      |                        | <b>Vocabulary Acquisition and Use</b>   |
| <b>STANDARD / ORGANIZER</b> | <b>1.L.5.</b>          | <b>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</b>   |
| <b>EXPECTATION</b>          | <b>1.L.5.c.</b>        | <b>Identify real-life connections between words and their use (e.g., note places at home that are cozy).</b>  |
| <b>STRAND</b>               | <b>KY.CC.1.</b>        | <b>Language Standards</b>   |

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| CATEGORY / GOAL      |                   | Vocabulary Acquisition and Use  |
| STANDARD / ORGANIZER | 1.L.6.            | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).  |
| STRAND               | KY.CC.C<br>CRA-L. | College and Career Readiness Anchor Standards for Language  |
| CATEGORY / GOAL      |                   | Conventions of Standard English   |
| STANDARD / ORGANIZER | CCRA-L.1.         | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| STANDARD / ORGANIZER | CCRA-L.2.         | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| STRAND               | KY.CC.C<br>CRA-L. | College and Career Readiness Anchor Standards for Language  |
| CATEGORY / GOAL      |                   | Knowledge of Language   |
| STANDARD / ORGANIZER | CCRA-L.3.         | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   |
| STRAND               | KY.CC.C<br>CRA-L. | College and Career Readiness Anchor Standards for Language  |
| CATEGORY / GOAL      |                   | Vocabulary Acquisition and Use  |
| STANDARD / ORGANIZER | CCRA-L.4.         | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.   |
| STANDARD / ORGANIZER | CCRA-L.6.         | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |

Unit 4

Kentucky Core Academic Standards

Language Arts

Grade 1 - Adopted: 2010

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| STRAND               | KY.CC.1.<br>RL. | Reading Standards for Literature   |
| CATEGORY / GOAL      |                 | Key Ideas and Details  |
| STANDARD / ORGANIZER | 1.RL.1.         | Ask and answer questions about key details in a text.  |
| STANDARD / ORGANIZER | 1.RL.2.         | Retell stories, including key details, and demonstrate understanding of their central message or lesson.                                       |
| STANDARD / ORGANIZER | 1.RL.3.         | Describe characters, settings, and major events in a story, using key details.   |
| STRAND               | KY.CC.1.<br>RL. | Reading Standards for Literature   |
| CATEGORY / GOAL      |                 | Craft and Structure  |
| STANDARD / ORGANIZER | 1.RL.4.         | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.  |
| STANDARD / ORGANIZER | 1.RL.5.         | Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. |
| STRAND               | KY.CC.1.<br>RL. | Reading Standards for Literature   |
| CATEGORY / GOAL      |                 | Integration of Knowledge and Ideas   |
| STANDARD / ORGANIZER | 1.RL.7.         | Use illustrations and details in a story to describe its characters, setting, or events.   |

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| <b>ORGANIZER</b>            |                    |   |
| <b>STRAND</b>               | <b>KY.CC.1.RL.</b> | <b>Reading Standards for Literature</b>   |
| <b>CATEGORY / GOAL</b>      |                    | <b>Range of Reading and Level of Text Complexity</b>  |
| <b>STANDARD / ORGANIZER</b> | <b>1.RL.10.</b>    | <b>With prompting and support, read prose and poetry of appropriate complexity for grade</b>  |
| <b>STRAND</b>               | <b>KY.CC.1.RI.</b> | <b>Reading Standards for Informational Text</b>   |
| <b>CATEGORY / GOAL</b>      |                    | <b>Key Ideas and Details</b>  |
| <b>STANDARD / ORGANIZER</b> | <b>1.RI.1.</b>     | <b>Ask and answer questions about key details in a text.</b>  |
| <b>STANDARD / ORGANIZER</b> | <b>1.RI.2.</b>     | <b>Identify the main topic and retell key details of a text.</b>  |
| <b>STRAND</b>               | <b>KY.CC.1.RI.</b> | <b>Reading Standards for Informational Text</b>   |
| <b>CATEGORY / GOAL</b>      |                    | <b>Craft and Structure</b>  |
| <b>STANDARD / ORGANIZER</b> | <b>1.RI.4.</b>     | <b>Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</b>                            |
| <b>STANDARD / ORGANIZER</b> | <b>1.RI.6.</b>     | <b>Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</b> |
| <b>STRAND</b>               | <b>KY.CC.1.RI.</b> | <b>Reading Standards for Informational Text</b>   |
| <b>CATEGORY / GOAL</b>      |                    | <b>Integration of Knowledge and Ideas</b>   |
| <b>STANDARD / ORGANIZER</b> | <b>1.RI.7.</b>     | <b>Use the illustrations and details in a text to describe its key ideas.</b>   |
| <b>STANDARD / ORGANIZER</b> | <b>1.RI.8.</b>     | <b>Identify the reasons an author gives to support points in a text.</b>  |
| <b>STRAND</b>               | <b>KY.CC.1.RI.</b> | <b>Reading Standards for Informational Text</b>   |
| <b>CATEGORY / GOAL</b>      |                    | <b>Range of Reading and Level of Text Complexity</b>  |
| <b>STANDARD / ORGANIZER</b> | <b>1.RI.10.</b>    | <b>With prompting and support, read informational texts appropriately complex for grade</b>   |
| <b>STRAND</b>               | <b>KY.CC.1.RF.</b> | <b>Reading Standards: Foundational Skills</b>   |
| <b>CATEGORY / GOAL</b>      |                    | <b>Phonological Awareness</b>   |
| <b>STANDARD / ORGANIZER</b> | <b>1.RF.2.</b>     | <b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>   |
| <b>EXPECTATION</b>          | <b>1.RF.2.a.</b>   | <b>Distinguish long from short vowel sounds in spoken single-syllable words.</b>  |
| <b>EXPECTATION</b>          | <b>1.RF.2.c.</b>   | <b>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</b>                    |
| <b>STRAND</b>               | <b>KY.CC.1.RF.</b> | <b>Reading Standards: Foundational Skills</b>   |
| <b>CATEGORY / GOAL</b>      |                    | <b>Phonics and Word Recognition</b>   |
| <b>STANDARD / ORGANIZER</b> | <b>1.RF.3.</b>     | <b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>   |
| <b>EXPECTATION</b>          | <b>1.RF.3.a.</b>   | <b>Know the spelling-sound correspondences for common consonant digraphs.</b>   |
| <b>EXPECTATION</b>          | <b>1.RF.3.b.</b>   | <b>Decode regularly spelled one-syllable words.</b>   |
| <b>EXPECTATION</b>          | <b>1.RF.3.c.</b>   | <b>Know final -e and common vowel team conventions for representing long vowel sounds.</b>  |
| <b>STRAND</b>               | <b>KY.CC.1.RF.</b> | <b>Reading Standards: Foundational Skills</b>   |
| <b>CATEGORY / GOAL</b>      |                    | <b>Fluency</b>  |
| <b>STANDARD / ORGANIZER</b> | <b>1.RF.4.</b>     | <b>Read with sufficient accuracy and fluency to support comprehension.</b>  |

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| EXPECTATION          | 1.RF.4.a.      | Read on-level text with purpose and understanding.  |
| EXPECTATION          | 1.RF.4.b.      | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.   |
| STRAND               | KY.CC.K-5.RT.  | Range of Text Types for K-5: Students in K-5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.  |
| CATEGORY / GOAL      |                | Literature  |
| STANDARD / ORGANIZER | K-5.RT.1.      | Stories: Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth  |
| STANDARD / ORGANIZER | K-5.RT.3.      | Poetry: Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem  |
| STRAND               | KY.CC.K-5.RT.  | Range of Text Types for K-5: Students in K-5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.  |
| CATEGORY / GOAL      |                | Informational Text  |
| STANDARD / ORGANIZER | K-5.RT.4.      | Literary Nonfiction and Historical, Scientific, and Technical Texts: Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics |
| STRAND               | KY.CC.C CRA-R. | College and Career Readiness Anchor Standards for Reading   |
| CATEGORY / GOAL      |                | Key Ideas and Details   |
| STANDARD / ORGANIZER | CCRA-R.1.      | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.   |
| STANDARD / ORGANIZER | CCRA-R.2.      | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  |
| STANDARD / ORGANIZER | CCRA-R.3.      | Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  |
| STRAND               | KY.CC.C CRA-R. | College and Career Readiness Anchor Standards for Reading   |
| CATEGORY / GOAL      |                | Craft and Structure   |
| STANDARD / ORGANIZER | CCRA-R.4.      | 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.   |
| STANDARD / ORGANIZER | CCRA-R.6.      | Assess how point of view or purpose shapes the content and style of a text.   |
| STRAND               | KY.CC.C CRA-R. | College and Career Readiness Anchor Standards for Reading   |
| CATEGORY / GOAL      |                | Integration of Knowledge and Ideas  |
| STANDARD / ORGANIZER | CCRA-R.7.      | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  |
| STRAND               | KY.CC.C CRA-R. | College and Career Readiness Anchor Standards for Reading   |
| CATEGORY / GOAL      |                | Range of Reading and Level of Text Complexity   |
| STANDARD / ORGANIZER | CCRA-R.10.     | Read and comprehend complex literary and informational texts independently and proficiently.  |
| STRAND               | KY.CC.1.W.     | Writing Standards   |
| CATEGORY / GOAL      |                | Text Types and Purposes   |
| STANDARD / ORGANIZER | 1.W.2.         | Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.   |
| STRAND               | KY.CC.1.W.     | Writing Standards   |
| CATEGORY / GOAL      |                | Production and Distribution of Writing  |
| STANDARD /           | 1.W.5.         | With guidance and support from adults, focus on a topic, respond to questions and   |

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| ORGANIZER            |                | suggestions from peers, and add details to strengthen writing as needed.  |
| STRAND               | KY.CC.1.W.     | Writing Standards   |
| CATEGORY / GOAL      |                | Research to Build and Present Knowledge   |
| STANDARD / ORGANIZER | 1.W.7.         | Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).                                 |
| STANDARD / ORGANIZER | 1.W.8.         | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  |
| STRAND               | KY.CC.C CRA-W. | College and Career Readiness Anchor Standards for Writing   |
| CATEGORY / GOAL      |                | Text Types and Purposes   |
| STANDARD / ORGANIZER | CCRA-W.1.      | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  |
| STANDARD / ORGANIZER | CCRA-W.3.      | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.   |
| STRAND               | KY.CC.C CRA-W. | College and Career Readiness Anchor Standards for Writing   |
| CATEGORY / GOAL      |                | Production and Distribution of Writing  |
| STANDARD / ORGANIZER | CCRA-W.4.      | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| STANDARD / ORGANIZER | CCRA-W.5.      | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.   |
| STRAND               | KY.CC.C CRA-W. | College and Career Readiness Anchor Standards for Writing   |
| CATEGORY / GOAL      |                | Research to Build and Present Knowledge   |
| STANDARD / ORGANIZER | CCRA-W.7.      | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.   |
| STANDARD / ORGANIZER | CCRA-W.8.      | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.                 |
| STANDARD / ORGANIZER | CCRA-W.9.      | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |
| STRAND               | KY.CC.C CRA-W. | College and Career Readiness Anchor Standards for Writing   |
| CATEGORY / GOAL      |                | Range of Writing  |
| STANDARD / ORGANIZER | CCRA-W.10.     | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND               | KY.CC.1.SL.    | Speaking and Listening Standards  |
| CATEGORY / GOAL      |                | Comprehension and Collaboration   |
| STANDARD / ORGANIZER | 1.SL.1.        | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.   |
| EXPECTATION          | 1.SL.1.a.      | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).   |
| EXPECTATION          | 1.SL.1.c.      | Ask questions to clear up any confusion about the topics and texts under discussion.  |
| STRAND               | KY.CC.1.SL.    | Speaking and Listening Standards  |
| CATEGORY / GOAL      |                | Comprehension and Collaboration   |
| STANDARD / ORGANIZER | 1.SL.3.        | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.   |
| STRAND               | KY.CC.1.SL.    | Speaking and Listening Standards  |
| CATEGORY / GOAL      |                | Presentation of Knowledge and Ideas   |

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| STANDARD / ORGANIZER | 1.SL.5.            | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.   |
| STANDARD / ORGANIZER | 1.SL.6.            | Produce complete sentences when appropriate to task and situation.   |
| STRAND               | KY.CC.C<br>CRA-SL. | College and Career Readiness Anchor Standards for Speaking and Listening   |
| CATEGORY / GOAL      |                    | Comprehension and Collaboration  |
| STANDARD / ORGANIZER | CCRA-SL.1.         | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.   |
| STRAND               | KY.CC.1.<br>L.     | Language Standards   |
| CATEGORY / GOAL      |                    | Conventions of Standard English  |
| STANDARD / ORGANIZER | 1.L.1.             | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| EXPECTATION          | 1.L.1.e.           | Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).  |
| EXPECTATION          | 1.L.1.f.           | Use frequently occurring adjectives.   |
| EXPECTATION          | 1.L.1.j.           | Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.  |
| STRAND               | KY.CC.1.<br>L.     | Language Standards   |
| CATEGORY / GOAL      |                    | Conventions of Standard English  |
| STANDARD / ORGANIZER | 1.L.2.             | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| EXPECTATION          | 1.L.2.b.           | Use end punctuation for sentences.   |
| EXPECTATION          | 1.L.2.d.           | Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  |
| EXPECTATION          | 1.L.2.e.           | Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.   |
| STRAND               | KY.CC.1.<br>L.     | Language Standards   |
| CATEGORY / GOAL      |                    | Vocabulary Acquisition and Use   |
| STANDARD / ORGANIZER | 1.L.5.             | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.   |
| EXPECTATION          | 1.L.5.c.           | Identify real-life connections between words and their use (e.g., note places at home that are cozy).  |
| STRAND               | KY.CC.1.<br>L.     | Language Standards   |
| CATEGORY / GOAL      |                    | Vocabulary Acquisition and Use   |
| STANDARD / ORGANIZER | 1.L.6.             | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that). |
| STRAND               | KY.CC.C<br>CRA-L.  | College and Career Readiness Anchor Standards for Language   |
| CATEGORY / GOAL      |                    | Conventions of Standard English  |
| STANDARD / ORGANIZER | CCRA-L.1.          | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| STANDARD / ORGANIZER | CCRA-L.2.          | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| STRAND               | KY.CC.C<br>CRA-L.  | College and Career Readiness Anchor Standards for Language   |
| CATEGORY / GOAL      |                    | Knowledge of Language  |
| STANDARD / ORGANIZER | CCRA-L.3.          | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more   |

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|                                 |                           | fully when reading or listening.   |
| <b>STRAND</b>                   | <b>KY.CC.C<br/>CRA-L.</b> | <b>College and Career Readiness Anchor Standards for Language</b>  |
| <b>CATEGORY /<br/>GOAL</b>      |                           | <b>Vocabulary Acquisition and Use</b>  |
| <b>STANDARD /<br/>ORGANIZER</b> | <b>CCRA-<br/>L.4.</b>     | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>   |
| <b>STANDARD /<br/>ORGANIZER</b> | <b>CCRA-<br/>L.6.</b>     | <b>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</b> |

Unit 5

**Kentucky Core Academic Standards**

**Language Arts**

Grade 1 - Adopted: 2010

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| <b>STRAND</b>                   | <b>KY.CC.1.<br/>RL.</b> | <b>Reading Standards for Literature</b>   |
| <b>CATEGORY /<br/>GOAL</b>      |                         | <b>Key Ideas and Details</b>  |
| <b>STANDARD /<br/>ORGANIZER</b> | <b>1.RL.1.</b>          | <b>Ask and answer questions about key details in a text.</b>  |
| <b>STANDARD /<br/>ORGANIZER</b> | <b>1.RL.2.</b>          | <b>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</b>                                       |
| <b>STANDARD /<br/>ORGANIZER</b> | <b>1.RL.3.</b>          | <b>Describe characters, settings, and major events in a story, using key details.</b>   |
| <b>STRAND</b>                   | <b>KY.CC.1.<br/>RL.</b> | <b>Reading Standards for Literature</b>   |
| <b>CATEGORY /<br/>GOAL</b>      |                         | <b>Craft and Structure</b>  |
| <b>STANDARD /<br/>ORGANIZER</b> | <b>1.RL.4.</b>          | <b>Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</b>  |
| <b>STANDARD /<br/>ORGANIZER</b> | <b>1.RL.5.</b>          | <b>Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</b> |
| <b>STRAND</b>                   | <b>KY.CC.1.<br/>RL.</b> | <b>Reading Standards for Literature</b>   |
| <b>CATEGORY /<br/>GOAL</b>      |                         | <b>Integration of Knowledge and Ideas</b>   |
| <b>STANDARD /<br/>ORGANIZER</b> | <b>1.RL.7.</b>          | <b>Use illustrations and details in a story to describe its characters, setting, or events.</b>   |
| <b>STRAND</b>                   | <b>KY.CC.1.<br/>RL.</b> | <b>Reading Standards for Literature</b>   |
| <b>CATEGORY /<br/>GOAL</b>      |                         | <b>Range of Reading and Level of Text Complexity</b>  |
| <b>STANDARD /<br/>ORGANIZER</b> | <b>1.RL.10.</b>         | <b>With prompting and support, read prose and poetry of appropriate complexity for grade</b>  |
| <b>STRAND</b>                   | <b>KY.CC.1.<br/>RF.</b> | <b>Reading Standards: Foundational Skills</b>   |
| <b>CATEGORY /<br/>GOAL</b>      |                         | <b>Phonological Awareness</b>   |
| <b>STANDARD /<br/>ORGANIZER</b> | <b>1.RF.2.</b>          | <b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>   |
| <b>EXPECTATION</b>              | <b>1.RF.2.a.</b>        | <b>Distinguish long from short vowel sounds in spoken single-syllable words.</b>  |
| <b>EXPECTATION</b>              | <b>1.RF.2.b.</b>        | <b>Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</b>  |
| <b>EXPECTATION</b>              | <b>1.RF.2.c.</b>        | <b>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</b>                                      |
| <b>STRAND</b>                   | <b>KY.CC.1.<br/>RF.</b> | <b>Reading Standards: Foundational Skills</b>   |

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| <b>CATEGORY / GOAL</b>      |                       | <b>Phonics and Word Recognition</b>   |
| <b>STANDARD / ORGANIZER</b> | 1.RF.3.               | Know and apply grade-level phonics and word analysis skills in decoding words.  |
| <b>EXPECTATION</b>          | 1.RF.3.a.             | Know the spelling-sound correspondences for common consonant digraphs.  |
| <b>EXPECTATION</b>          | 1.RF.3.b.             | Decode regularly spelled one-syllable words.  |
| <b>EXPECTATION</b>          | 1.RF.3.c.             | Know final -e and common vowel team conventions for representing long vowel sounds.   |
| <b>STRAND</b>               | <b>KY.CC.1.RF.</b>    | <b>Reading Standards: Foundational Skills</b>   |
| <b>CATEGORY / GOAL</b>      |                       | <b>Fluency</b>  |
| <b>STANDARD / ORGANIZER</b> | 1.RF.4.               | Read with sufficient accuracy and fluency to support comprehension.   |
| <b>EXPECTATION</b>          | 1.RF.4.a.             | Read on-level text with purpose and understanding.  |
| <b>EXPECTATION</b>          | 1.RF.4.b.             | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.   |
| <b>EXPECTATION</b>          | 1.RF.4.c.             | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  |
| <b>STRAND</b>               | <b>KY.CC.K-5.RT.</b>  | <b>Range of Text Types for K-5: Students in K-5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.</b>   |
| <b>CATEGORY / GOAL</b>      |                       | <b>Literature</b>   |
| <b>STANDARD / ORGANIZER</b> | K-5.RT.1.             | Stories: Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth  |
| <b>STANDARD / ORGANIZER</b> | K-5.RT.3.             | Poetry: Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem  |
| <b>STRAND</b>               | <b>KY.CC.K-5.RT.</b>  | <b>Range of Text Types for K-5: Students in K-5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.</b>   |
| <b>CATEGORY / GOAL</b>      |                       | <b>Informational Text</b>   |
| <b>STANDARD / ORGANIZER</b> | K-5.RT.4.             | Literary Nonfiction and Historical, Scientific, and Technical Texts: Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics |
| <b>STRAND</b>               | <b>KY.CC.C CRA-R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b>  |
| <b>CATEGORY / GOAL</b>      |                       | <b>Key Ideas and Details</b>  |
| <b>STANDARD / ORGANIZER</b> | CCRA-R.1.             | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.   |
| <b>STANDARD / ORGANIZER</b> | CCRA-R.2.             | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  |
| <b>STANDARD / ORGANIZER</b> | CCRA-R.3.             | Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  |
| <b>STRAND</b>               | <b>KY.CC.C CRA-R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b>  |
| <b>CATEGORY / GOAL</b>      |                       | <b>Craft and Structure</b>  |
| <b>STANDARD / ORGANIZER</b> | CCRA-R.4.             | 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.   |
| <b>STANDARD / ORGANIZER</b> | CCRA-R.6.             | Assess how point of view or purpose shapes the content and style of a text.   |
| <b>STRAND</b>               | <b>KY.CC.C CRA-R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b>  |
| <b>CATEGORY / GOAL</b>      |                       | <b>Integration of Knowledge and Ideas</b>   |
| <b>STANDARD / ORGANIZER</b> | CCRA-R.7.             | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  |

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| STRAND                  | KY.CC.C<br>CRA-R. | College and Career Readiness Anchor Standards for Reading   |
| CATEGORY /<br>GOAL      |                   | Range of Reading and Level of Text Complexity   |
| STANDARD /<br>ORGANIZER | CCRA-<br>R.10.    | Read and comprehend complex literary and informational texts independently and proficiently.  |
| STRAND                  | KY.CC.1.<br>W.    | Writing Standards   |
| CATEGORY /<br>GOAL      |                   | Text Types and Purposes   |
| STANDARD /<br>ORGANIZER | 1.W.1.            | Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.                         |
| STANDARD /<br>ORGANIZER | 1.W.2.            | Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.   |
| STANDARD /<br>ORGANIZER | 1.W.3.            | Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. |
| STRAND                  | KY.CC.1.<br>W.    | Writing Standards   |
| CATEGORY /<br>GOAL      |                   | Production and Distribution of Writing  |
| STANDARD /<br>ORGANIZER | 1.W.5.            | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.  |
| STRAND                  | KY.CC.1.<br>W.    | Writing Standards   |
| CATEGORY /<br>GOAL      |                   | Research to Build and Present Knowledge   |
| STANDARD /<br>ORGANIZER | 1.W.7.            | Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).   |
| STRAND                  | KY.CC.C<br>CRA-W. | College and Career Readiness Anchor Standards for Writing   |
| CATEGORY /<br>GOAL      |                   | Text Types and Purposes   |
| STANDARD /<br>ORGANIZER | CCRA-<br>W.1.     | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  |
| STANDARD /<br>ORGANIZER | CCRA-<br>W.3.     | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.   |
| STRAND                  | KY.CC.C<br>CRA-W. | College and Career Readiness Anchor Standards for Writing   |
| CATEGORY /<br>GOAL      |                   | Production and Distribution of Writing  |
| STANDARD /<br>ORGANIZER | CCRA-<br>W.4.     | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| STANDARD /<br>ORGANIZER | CCRA-<br>W.5.     | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.   |
| STRAND                  | KY.CC.C<br>CRA-W. | College and Career Readiness Anchor Standards for Writing   |
| CATEGORY /<br>GOAL      |                   | Research to Build and Present Knowledge   |
| STANDARD /<br>ORGANIZER | CCRA-<br>W.9.     | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |
| STRAND                  | KY.CC.C<br>CRA-W. | College and Career Readiness Anchor Standards for Writing   |
| CATEGORY /<br>GOAL      |                   | Range of Writing  |
| STANDARD /<br>ORGANIZER | CCRA-<br>W.10.    | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.             |
| STRAND                  | KY.CC.1.<br>SL.   | Speaking and Listening Standards  |
| CATEGORY /<br>GOAL      |                   | Comprehension and Collaboration   |

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| STANDARD / ORGANIZER | 1.SL.1.         | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  |
| EXPECTATION          | 1.SL.1.a.       | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).  |
| EXPECTATION          | 1.SL.1.b.       | Build on others' talk in conversations by responding to the comments of others through multiple exchanges.   |
| EXPECTATION          | 1.SL.1.c.       | Ask questions to clear up any confusion about the topics and texts under discussion.   |
| STRAND               | KY.CC.1.SL.     | Speaking and Listening Standards   |
| CATEGORY / GOAL      |                 | Comprehension and Collaboration  |
| STANDARD / ORGANIZER | 1.SL.3.         | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  |
| STRAND               | KY.CC.1.SL.     | Speaking and Listening Standards   |
| CATEGORY / GOAL      |                 | Presentation of Knowledge and Ideas  |
| STANDARD / ORGANIZER | 1.SL.6.         | Produce complete sentences when appropriate to task and situation.   |
| STRAND               | KY.CC.C CRA-SL. | College and Career Readiness Anchor Standards for Speaking and Listening   |
| CATEGORY / GOAL      |                 | Comprehension and Collaboration  |
| STANDARD / ORGANIZER | CCRA-SL.1.      | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| STRAND               | KY.CC.1.L.      | Language Standards   |
| CATEGORY / GOAL      |                 | Conventions of Standard English  |
| STANDARD / ORGANIZER | 1.L.1.          | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| EXPECTATION          | 1.L.1.b.        | Use common, proper, and possessive nouns.  |
| EXPECTATION          | 1.L.1.e.        | Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).  |
| EXPECTATION          | 1.L.1.f.        | Use frequently occurring adjectives.   |
| EXPECTATION          | 1.L.1.j.        | Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.  |
| STRAND               | KY.CC.1.L.      | Language Standards   |
| CATEGORY / GOAL      |                 | Conventions of Standard English  |
| STANDARD / ORGANIZER | 1.L.2.          | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| EXPECTATION          | 1.L.2.b.        | Use end punctuation for sentences.   |
| EXPECTATION          | 1.L.2.d.        | Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  |
| EXPECTATION          | 1.L.2.e.        | Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.   |
| STRAND               | KY.CC.1.L.      | Language Standards   |
| CATEGORY / GOAL      |                 | Vocabulary Acquisition and Use   |
| STANDARD / ORGANIZER | 1.L.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.                    |
| EXPECTATION          | 1.L.4.a.        | Use sentence-level context as a clue to the meaning of a word or phrase.   |
| STRAND               | KY.CC.1.L.      | Language Standards   |
| CATEGORY / GOAL      |                 | Vocabulary Acquisition and Use   |

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| STANDARD / ORGANIZER | 1.L.5.         | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  |
| EXPECTATION          | 1.L.5.c.       | Identify real-life connections between words and their use (e.g., note places at home that are cozy).   |
| STRAND               | KY.CC.1.L.     | Language Standards  |
| CATEGORY / GOAL      |                | Vocabulary Acquisition and Use  |
| STANDARD / ORGANIZER | 1.L.6.         | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).  |
| STRAND               | KY.CC.C CRA-L. | College and Career Readiness Anchor Standards for Language  |
| CATEGORY / GOAL      |                | Conventions of Standard English   |
| STANDARD / ORGANIZER | CCRA-L.1.      | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| STANDARD / ORGANIZER | CCRA-L.2.      | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| STRAND               | KY.CC.C CRA-L. | College and Career Readiness Anchor Standards for Language  |
| CATEGORY / GOAL      |                | Knowledge of Language   |
| STANDARD / ORGANIZER | CCRA-L.3.      | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   |
| STRAND               | KY.CC.C CRA-L. | College and Career Readiness Anchor Standards for Language  |
| CATEGORY / GOAL      |                | Vocabulary Acquisition and Use  |
| STANDARD / ORGANIZER | CCRA-L.4.      | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.   |
| STANDARD / ORGANIZER | CCRA-L.6.      | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |

Unit 7

Kentucky Core Academic Standards

Language Arts

Grade 1 - Adopted: 2010

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| STRAND               | KY.CC.1.RL. | Reading Standards for Literature   |
| CATEGORY / GOAL      |             | Key Ideas and Details  |
| STANDARD / ORGANIZER | 1.RL.1.     | Ask and answer questions about key details in a text.  |
| STANDARD / ORGANIZER | 1.RL.2.     | Retell stories, including key details, and demonstrate understanding of their central message or lesson.                                       |
| STANDARD / ORGANIZER | 1.RL.3.     | Describe characters, settings, and major events in a story, using key details.   |
| STRAND               | KY.CC.1.RL. | Reading Standards for Literature   |
| CATEGORY / GOAL      |             | Craft and Structure  |
| STANDARD / ORGANIZER | 1.RL.4.     | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.  |
| STANDARD / ORGANIZER | 1.RL.5.     | Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. |

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| STRAND               | KY.CC.1.RL.   | Reading Standards for Literature  |
| CATEGORY / GOAL      |               | Integration of Knowledge and Ideas  |
| STANDARD / ORGANIZER | 1.RL.7.       | Use illustrations and details in a story to describe its characters, setting, or events.  |
| STRAND               | KY.CC.1.RL.   | Reading Standards for Literature  |
| CATEGORY / GOAL      |               | Range of Reading and Level of Text Complexity   |
| STANDARD / ORGANIZER | 1.RL.10.      | With prompting and support, read prose and poetry of appropriate complexity for grade   |
| STRAND               | KY.CC.1.RF.   | Reading Standards: Foundational Skills  |
| CATEGORY / GOAL      |               | Phonological Awareness  |
| STANDARD / ORGANIZER | 1.RF.2.       | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  |
| EXPECTATION          | 1.RF.2.a.     | Distinguish long from short vowel sounds in spoken single-syllable words.   |
| EXPECTATION          | 1.RF.2.b.     | Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.   |
| EXPECTATION          | 1.RF.2.c.     | Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.   |
| STRAND               | KY.CC.1.RF.   | Reading Standards: Foundational Skills  |
| CATEGORY / GOAL      |               | Phonics and Word Recognition  |
| STANDARD / ORGANIZER | 1.RF.3.       | Know and apply grade-level phonics and word analysis skills in decoding words.  |
| EXPECTATION          | 1.RF.3.a.     | Know the spelling-sound correspondences for common consonant digraphs.  |
| EXPECTATION          | 1.RF.3.b.     | Decode regularly spelled one-syllable words.  |
| EXPECTATION          | 1.RF.3.c.     | Know final -e and common vowel team conventions for representing long vowel sounds.   |
| STRAND               | KY.CC.1.RF.   | Reading Standards: Foundational Skills  |
| CATEGORY / GOAL      |               | Fluency   |
| STANDARD / ORGANIZER | 1.RF.4.       | Read with sufficient accuracy and fluency to support comprehension.   |
| EXPECTATION          | 1.RF.4.a.     | Read on-level text with purpose and understanding.  |
| EXPECTATION          | 1.RF.4.b.     | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.   |
| STRAND               | KY.CC.K-5.RT. | Range of Text Types for K-5: Students in K-5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.                      |
| CATEGORY / GOAL      |               | Literature  |
| STANDARD / ORGANIZER | K-5.RT.1.     | Stories: Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth  |
| STANDARD / ORGANIZER | K-5.RT.3.     | Poetry: Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem  |
| STRAND               | KY.CC.CRA-R.  | College and Career Readiness Anchor Standards for Reading   |
| CATEGORY / GOAL      |               | Key Ideas and Details   |
| STANDARD / ORGANIZER | CCRA-R.1.     | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| STANDARD / ORGANIZER | CCRA-R.2.     | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  |
| STANDARD / ORGANIZER | CCRA-R.3.     | Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  |

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| STRAND                  | KY.CC.C<br>CRA-R. | College and Career Readiness Anchor Standards for Reading   |
| CATEGORY /<br>GOAL      |                   | Craft and Structure   |
| STANDARD /<br>ORGANIZER | CCRA-<br>R.4.     | 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.                   |
| STANDARD /<br>ORGANIZER | CCRA-<br>R.6.     | Assess how point of view or purpose shapes the content and style of a text.   |
| STRAND                  | KY.CC.C<br>CRA-R. | College and Career Readiness Anchor Standards for Reading   |
| CATEGORY /<br>GOAL      |                   | Integration of Knowledge and Ideas  |
| STANDARD /<br>ORGANIZER | CCRA-<br>R.7.     | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  |
| STRAND                  | KY.CC.C<br>CRA-R. | College and Career Readiness Anchor Standards for Reading   |
| CATEGORY /<br>GOAL      |                   | Range of Reading and Level of Text Complexity   |
| STANDARD /<br>ORGANIZER | CCRA-<br>R.10.    | Read and comprehend complex literary and informational texts independently and proficiently.  |
| STRAND                  | KY.CC.1.<br>W.    | Writing Standards   |
| CATEGORY /<br>GOAL      |                   | Text Types and Purposes   |
| STANDARD /<br>ORGANIZER | 1.W.1.            | Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.                         |
| STANDARD /<br>ORGANIZER | 1.W.2.            | Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.   |
| STANDARD /<br>ORGANIZER | 1.W.3.            | Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. |
| STRAND                  | KY.CC.1.<br>W.    | Writing Standards   |
| CATEGORY /<br>GOAL      |                   | Production and Distribution of Writing  |
| STANDARD /<br>ORGANIZER | 1.W.5.            | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.  |
| STRAND                  | KY.CC.1.<br>W.    | Writing Standards   |
| CATEGORY /<br>GOAL      |                   | Research to Build and Present Knowledge   |
| STANDARD /<br>ORGANIZER | 1.W.7.            | Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).   |
| STRAND                  | KY.CC.C<br>CRA-W. | College and Career Readiness Anchor Standards for Writing   |
| CATEGORY /<br>GOAL      |                   | Text Types and Purposes   |
| STANDARD /<br>ORGANIZER | CCRA-<br>W.1.     | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  |
| STANDARD /<br>ORGANIZER | CCRA-<br>W.3.     | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.   |
| STRAND                  | KY.CC.C<br>CRA-W. | College and Career Readiness Anchor Standards for Writing   |
| CATEGORY /<br>GOAL      |                   | Production and Distribution of Writing  |
| STANDARD /<br>ORGANIZER | CCRA-<br>W.4.     | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| STANDARD /<br>ORGANIZER | CCRA-<br>W.5.     | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.   |
| STRAND                  | KY.CC.C<br>CRA-W. | College and Career Readiness Anchor Standards for Writing   |

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| CATEGORY / GOAL      |                    | Research to Build and Present Knowledge   |
| STANDARD / ORGANIZER | CCRA-W.9.          | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |
| STRAND               | KY.CC.C<br>CRA-W.  | College and Career Readiness Anchor Standards for Writing   |
| CATEGORY / GOAL      |                    | Range of Writing  |
| STANDARD / ORGANIZER | CCRA-W.10.         | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND               | KY.CC.1.<br>SL.    | Speaking and Listening Standards  |
| CATEGORY / GOAL      |                    | Comprehension and Collaboration   |
| STANDARD / ORGANIZER | 1.SL.1.            | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.   |
| EXPECTATION          | 1.SL.1.a.          | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).   |
| EXPECTATION          | 1.SL.1.b.          | Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  |
| EXPECTATION          | 1.SL.1.c.          | Ask questions to clear up any confusion about the topics and texts under discussion.  |
| STRAND               | KY.CC.1.<br>SL.    | Speaking and Listening Standards  |
| CATEGORY / GOAL      |                    | Comprehension and Collaboration   |
| STANDARD / ORGANIZER | 1.SL.3.            | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.   |
| STRAND               | KY.CC.1.<br>SL.    | Speaking and Listening Standards  |
| CATEGORY / GOAL      |                    | Presentation of Knowledge and Ideas   |
| STANDARD / ORGANIZER | 1.SL.5.            | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  |
| STANDARD / ORGANIZER | 1.SL.6.            | Produce complete sentences when appropriate to task and situation.  |
| STRAND               | KY.CC.C<br>CRA-SL. | College and Career Readiness Anchor Standards for Speaking and Listening  |
| CATEGORY / GOAL      |                    | Comprehension and Collaboration   |
| STANDARD / ORGANIZER | CCRA-SL.1.         | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.        |
| STRAND               | KY.CC.1.<br>L.     | Language Standards  |
| CATEGORY / GOAL      |                    | Conventions of Standard English   |
| STANDARD / ORGANIZER | 1.L.1.             | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| EXPECTATION          | 1.L.1.b.           | Use common, proper, and possessive nouns.   |
| EXPECTATION          | 1.L.1.f.           | Use frequently occurring adjectives.  |
| EXPECTATION          | 1.L.1.j.           | Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.   |
| STRAND               | KY.CC.1.<br>L.     | Language Standards  |
| CATEGORY / GOAL      |                    | Conventions of Standard English   |
| STANDARD / ORGANIZER | 1.L.2.             | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| EXPECTATION          | 1.L.2.b.           | Use end punctuation for sentences.  |
| EXPECTATION          | 1.L.2.d.           | Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.   |

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| EXPECTATION          | 1.L.2.e.          | Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.  |
| STRAND               | KY.CC.1.L.        | Language Standards  |
| CATEGORY / GOAL      |                   | Vocabulary Acquisition and Use  |
| STANDARD / ORGANIZER | 1.L.5.            | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  |
| EXPECTATION          | 1.L.5.c.          | Identify real-life connections between words and their use (e.g., note places at home that are cozy).   |
| STRAND               | KY.CC.C<br>CRA-L. | College and Career Readiness Anchor Standards for Language  |
| CATEGORY / GOAL      |                   | Conventions of Standard English   |
| STANDARD / ORGANIZER | CCRA-L.1.         | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| STANDARD / ORGANIZER | CCRA-L.2.         | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| STRAND               | KY.CC.C<br>CRA-L. | College and Career Readiness Anchor Standards for Language  |
| CATEGORY / GOAL      |                   | Vocabulary Acquisition and Use  |
| STANDARD / ORGANIZER | CCRA-L.4.         | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.   |
| STANDARD / ORGANIZER | CCRA-L.6.         | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |