Classroom Supplement Units Kindergarten

Pre-writing

Kentucky Core Academic Standards

Language Arts

Grade **K** - Adopted: **2010**

STRAND	KY.CC.K.RL.	Reading Standards for Literature
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	K.RL.1.	With prompting and support, ask and answer questions about key details in a text.
STANDARD / ORGANIZER	K.RL.3.	With prompting and support, identify characters, settings, and major events in a story.
STRAND	KY.CC.K.RL.	Reading Standards for Literature
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	K.RL.4.	Ask and answer questions about unknown words in a text.
STANDARD / ORGANIZER	K.RL.5.	Recognize common types of texts (e.g., storybooks, poems).
STRAND	KY.CC.K.RL.	Reading Standards for Literature
CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	K.RL.10.	Actively engage in group reading activities with purpose and understanding.
STRAND	KY.CC.K.RI.	Reading Standards for Informational Text
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	K.RI.1.	With prompting and support, ask and answer questions about key details in a text.
STANDARD / ORGANIZER	K.RI.2.	With prompting and support, identify the main topic and retell key details of a text.
STRAND	KY.CC.K.RI.	Reading Standards for Informational Text
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	K.RI.4.	With prompting and support, ask and answer questions about unknown words in a text.
STANDARD / ORGANIZER	K.RI.6.	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
STRAND	KY.CC.K.RI.	Reading Standards for Informational Text
CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	K.RI.7.	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
STANDARD / ORGANIZER	K.RI.8.	With prompting and support, identify the reasons an author gives to support points in a text.
STRAND	KY.CC.K.RI.	Reading Standards for Informational Text

CATEGORY / GOAL		**Range of Reading and Level of Text Complexity**
STANDARD / ORGANIZER	**K.RI.10.**	**Actively engage in group reading activities with purpose and understanding.**
STRAND	**KY.CC.K. RF.**	**Reading Standards: Foundational Skills**
CATEGORY / GOAL		**Print Concepts**
STANDARD / ORGANIZER	**K.RF.1.**	**Demonstrate understanding of the organization and basic features of print.**
EXPECTATION	**K.RF.1.a.**	**Follow words from left to right, top to bottom, and page by page.**
EXPECTATION	**K.RF.1.b.**	**Recognize that spoken words are represented in written language by specific sequences of letters.**
EXPECTATION	**K.RF.1.c.**	**Understand that words are separated by spaces in print.**
EXPECTATION	**K.RF.1.d.**	**Recognize and name all upper- and lowercase letters of the alphabet.**
STRAND	**KY.CC.K. RF.**	**Reading Standards: Foundational Skills**
CATEGORY / GOAL		**Phonological Awareness**
STANDARD / ORGANIZER	**K.RF.2.**	**Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**
EXPECTATION	**K.RF.2.a.**	**Recognize and produce rhyming words.**
EXPECTATION	**K.RF.2.b.**	**Count, pronounce, blend, and segment syllables in spoken words.**
EXPECTATION	**K.RF.2.c.**	**Blend and segment onsets and rimes of single-syllable spoken words.**
EXPECTATION	**K.RF.2.d.**	**Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)**
EXPECTATION	**K.RF.2.e.**	**Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.**
STRAND	**KY.CC.K. RF.**	**Reading Standards: Foundational Skills**
CATEGORY / GOAL		**Phonics and Word Recognition**
STANDARD / ORGANIZER	**K.RF.3.**	**Know and apply grade-level phonics and word analysis skills in decoding words.**
EXPECTATION	**K.RF.3.a.**	**Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.**
EXPECTATION	**K.RF.3.b.**	**Associate the long and short sounds with common spellings (graphemes) for the five major vowels.**
EXPECTATION	**K.RF.3.c.**	**Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).**
EXPECTATION	**K.RF.3.d.**	**Distinguish between similarly spelled words by identifying the sounds of the letters that differ.**
STRAND	**KY.CC.K. RF.**	**Reading Standards: Foundational Skills**
CATEGORY / GOAL		**Fluency**
STANDARD / ORGANIZER	**K.RF.4.**	**Read emergent-reader texts with purpose and understanding.**
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**
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 /	**K-5.RT.4.**	**Literary Nonfiction and Historical, Scientific, and Technical Texts: Includes**

ORGANIZER		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.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.
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.K. W.	Writing Standards
CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	K.W.7.	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
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.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.K.	Speaking and Listening Standards

	SL.	
CATEGORY / GOAL		**Comprehension and Collaboration**
STANDARD / ORGANIZER	K.SL.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
EXPECTATION	K.SL.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
EXPECTATION	K.SL.1.b.	Continue a conversation through multiple exchanges.
STRAND	KY.CC.K. SL.	Speaking and Listening Standards
CATEGORY / GOAL		**Comprehension and Collaboration**
STANDARD / ORGANIZER	K.SL.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
STANDARD / ORGANIZER	K.SL.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STRAND	KY.CC.K. SL.	Speaking and Listening Standards
CATEGORY / GOAL		**Presentation of Knowledge and Ideas**
STANDARD / ORGANIZER	K.SL.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
STANDARD / ORGANIZER	K.SL.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
STANDARD / ORGANIZER	K.SL.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
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.K. L.	Language Standards
CATEGORY / GOAL		**Conventions of Standard English**
STANDARD / ORGANIZER	K.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	K.L.1.a.	Print many upper- and lowercase letters.
EXPECTATION	K.L.1.b.	Use frequently occurring nouns and verbs.
EXPECTATION	K.L.1.c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
EXPECTATION	K.L.1.f.	Produce and expand complete sentences in shared language activities.
STRAND	KY.CC.K. L.	Language Standards
CATEGORY / GOAL		**Conventions of Standard English**
STANDARD / ORGANIZER	K.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	K.L.2.a.	Capitalize the first word in a sentence and the pronoun I.
EXPECTATION	K.L.2.b.	Recognize and name end punctuation.
EXPECTATION	K.L.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
STRAND	KY.CC.K. L.	Language Standards
CATEGORY / GOAL		**Vocabulary Acquisition and Use**
STANDARD / ORGANIZER	K.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
EXPECTATION	K.L.4.a.	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

STRAND	KY.CC.K.L.	Language Standards
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	K.L.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
EXPECTATION	K.L.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
EXPECTATION	K.L.5.c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
EXPECTATION	K.L.5.d.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
STRAND	KY.CC.K.L.	Language Standards
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	K.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
STRAND	KY.CC.CCRA-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.
STRAND	KY.CC.CCRA-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.CCRA-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.5.	Demonstrate understanding of word relationships and nuances in word meanings.
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 1

Kentucky Core Academic Standards

Language Arts

Grade **K** - Adopted: **2010**

STRAND	KY.CC.K.RL.	Reading Standards for Literature
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	K.RL.1.	With prompting and support, ask and answer questions about key details in a text.
STRAND	KY.CC.K.RL.	Reading Standards for Literature
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	K.RL.4.	Ask and answer questions about unknown words in a text.

STANDARD / ORGANIZER	K.RL.5.	Recognize common types of texts (e.g., storybooks, poems).
STRAND	KY.CC.K. RI.	Reading Standards for Informational Text
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	K.RI.1.	With prompting and support, ask and answer questions about key details in a text.
STANDARD / ORGANIZER	K.RI.2.	With prompting and support, identify the main topic and retell key details of a text.
STANDARD / ORGANIZER	K.RI.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
STRAND	KY.CC.K. RI.	Reading Standards for Informational Text
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	K.RI.4.	With prompting and support, ask and answer questions about unknown words in a text.
STANDARD / ORGANIZER	K.RI.6.	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
STRAND	KY.CC.K. RI.	Reading Standards for Informational Text
CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	K.RI.7.	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
STANDARD / ORGANIZER	K.RI.8.	With prompting and support, identify the reasons an author gives to support points in a text.
STRAND	KY.CC.K. RI.	Reading Standards for Informational Text
CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	K.RI.10.	Actively engage in group reading activities with purpose and understanding.
STRAND	KY.CC.K. RF.	Reading Standards: Foundational Skills
CATEGORY / GOAL		Print Concepts
STANDARD / ORGANIZER	K.RF.1.	Demonstrate understanding of the organization and basic features of print.
EXPECTATION	K.RF.1.a.	Follow words from left to right, top to bottom, and page by page.
EXPECTATION	K.RF.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
EXPECTATION	K.RF.1.c.	Understand that words are separated by spaces in print.
EXPECTATION	K.RF.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.
STRAND	KY.CC.K. RF.	Reading Standards: Foundational Skills
CATEGORY / GOAL		Phonological Awareness
STANDARD / ORGANIZER	K.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION	K.RF.2.a.	Recognize and produce rhyming words.
EXPECTATION	K.RF.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
EXPECTATION	K.RF.2.c.	Blend and segment onsets and rimes of single-syllable spoken words.
EXPECTATION	K.RF.2.d.	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
EXPECTATION	K.RF.2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
STRAND	KY.CC.K. RF.	Reading Standards: Foundational Skills

CATEGORY / GOAL		Phonics and Word Recognition
STANDARD / ORGANIZER	K.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	K.RF.3.a.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
EXPECTATION	K.RF.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
EXPECTATION	K.RF.3.c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
EXPECTATION	K.RF.3.d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
STRAND	KY.CC.K. RF.	Reading Standards: Foundational Skills
CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	K.RF.4.	Read emergent-reader texts with purpose and understanding.
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
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.K.W.	Writing Standards
CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	K.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.CCRA-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.K.SL.	Speaking and Listening Standards
CATEGORY / GOAL		Comprehension and Collaboration
STANDARD / ORGANIZER	K.SL.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
EXPECTATION	K.SL.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
EXPECTATION	K.SL.1.b.	Continue a conversation through multiple exchanges.
STRAND	KY.CC.K.SL.	Speaking and Listening Standards
CATEGORY / GOAL		Comprehension and Collaboration
STANDARD / ORGANIZER	K.SL.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
STANDARD / ORGANIZER	K.SL.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STRAND	KY.CC.K.SL.	Speaking and Listening Standards
CATEGORY / GOAL		Presentation of Knowledge and Ideas
STANDARD / ORGANIZER	K.SL.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
STANDARD / ORGANIZER	K.SL.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
STANDARD / ORGANIZER	K.SL.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
STRAND	KY.CC.CCRA-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.K.L.	Language Standards
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	K.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	K.L.1.a.	Print many upper- and lowercase letters.
EXPECTATION	K.L.1.b.	Use frequently occurring nouns and verbs.
EXPECTATION	K.L.1.c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
EXPECTATION	K.L.1.e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

EXPECTATION	K.L.1.f.	Produce and expand complete sentences in shared language activities.
STRAND	KY.CC.K.L.	Language Standards
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	K.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	K.L.2.a.	Capitalize the first word in a sentence and the pronoun I.
EXPECTATION	K.L.2.b.	Recognize and name end punctuation.
EXPECTATION	K.L.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
EXPECTATION	K.L.2.d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
STRAND	KY.CC.K.L.	Language Standards
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	K.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
EXPECTATION	K.L.4.a.	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
STRAND	KY.CC.K.L.	Language Standards
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	K.L.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
EXPECTATION	K.L.5.a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
EXPECTATION	K.L.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
EXPECTATION	K.L.5.c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
EXPECTATION	K.L.5.d.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
STRAND	KY.CC.K.L.	Language Standards
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	K.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
STRAND	KY.CC.CCRA-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.CCRA-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.CCRA-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.5.	Demonstrate understanding of word relationships and nuances in word meanings.
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 2

Kentucky Core Academic Standards

Language Arts

Grade **K** - Adopted: **2010**

STRAND	KY.CC.K.RL.	Reading Standards for Literature
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	K.RL.1.	With prompting and support, ask and answer questions about key details in a text.
STANDARD / ORGANIZER	K.RL.3.	With prompting and support, identify characters, settings, and major events in a story.
STRAND	KY.CC.K.RL.	Reading Standards for Literature
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	K.RL.4.	Ask and answer questions about unknown words in a text.
STANDARD / ORGANIZER	K.RL.5.	Recognize common types of texts (e.g., storybooks, poems).
STRAND	KY.CC.K.RL.	Reading Standards for Literature
CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	K.RL.10.	Actively engage in group reading activities with purpose and understanding.
STRAND	KY.CC.K.RI.	Reading Standards for Informational Text
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	K.RI.1.	With prompting and support, ask and answer questions about key details in a text.
STANDARD / ORGANIZER	K.RI.2.	With prompting and support, identify the main topic and retell key details of a text.
STANDARD / ORGANIZER	K.RI.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
STRAND	KY.CC.K.RI.	Reading Standards for Informational Text
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	K.RI.4.	With prompting and support, ask and answer questions about unknown words in a text.
STANDARD / ORGANIZER	K.RI.6.	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
STRAND	KY.CC.K.RI.	Reading Standards for Informational Text
CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	K.RI.7.	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
STANDARD / ORGANIZER	K.RI.8.	With prompting and support, identify the reasons an author gives to support points in a text.
STRAND	KY.CC.K.	Reading Standards for Informational Text

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CATEGORY / GOAL		**Range of Reading and Level of Text Complexity**
STANDARD / ORGANIZER	**K.RI.10.**	Actively engage in group reading activities with purpose and understanding.
STRAND	**KY.CC.K. RF.**	**Reading Standards: Foundational Skills**
CATEGORY / GOAL		**Print Concepts**
STANDARD / ORGANIZER	**K.RF.1.**	Demonstrate understanding of the organization and basic features of print.
EXPECTATION	**K.RF.1.a.**	Follow words from left to right, top to bottom, and page by page.
EXPECTATION	**K.RF.1.b.**	Recognize that spoken words are represented in written language by specific sequences of letters.
EXPECTATION	**K.RF.1.c.**	Understand that words are separated by spaces in print.
EXPECTATION	**K.RF.1.d.**	Recognize and name all upper- and lowercase letters of the alphabet.
STRAND	**KY.CC.K. RF.**	**Reading Standards: Foundational Skills**
CATEGORY / GOAL		**Phonological Awareness**
STANDARD / ORGANIZER	**K.RF.2.**	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION	**K.RF.2.a.**	Recognize and produce rhyming words.
EXPECTATION	**K.RF.2.b.**	Count, pronounce, blend, and segment syllables in spoken words.
EXPECTATION	**K.RF.2.c.**	Blend and segment onsets and rimes of single-syllable spoken words.
EXPECTATION	**K.RF.2.d.**	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonent-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
EXPECTATION	**K.RF.2.e.**	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
STRAND	**KY.CC.K. RF.**	**Reading Standards: Foundational Skills**
CATEGORY / GOAL		**Phonics and Word Recognition**
STANDARD / ORGANIZER	**K.RF.3.**	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	**K.RF.3.a.**	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
EXPECTATION	**K.RF.3.b.**	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
EXPECTATION	**K.RF.3.c.**	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
EXPECTATION	**K.RF.3.d.**	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
STRAND	**KY.CC.K. RF.**	**Reading Standards: Foundational Skills**
CATEGORY / GOAL		**Fluency**
STANDARD / ORGANIZER	**K.RF.4.**	Read emergent-reader texts with purpose and understanding.
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
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.CCRA-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.CCRA-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.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.
STANDARD / ORGANIZER	CCRA-R.6.	Assess how point of view or purpose shapes the content and style of a text.
STRAND	KY.CC.CCRA-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.CCRA-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.K.W.	Writing Standards
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	K.W.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
STRAND	KY.CC.K.W.	Writing Standards
CATEGORY / GOAL		Production and Distribution of Writing
STANDARD / ORGANIZER	K.W.5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
STRAND	KY.CC.K.W.	Writing Standards
CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	K.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.CCRA-W.	College and Career Readiness Anchor Standards for Writing
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	CCRA-W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and

		analysis of content.
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.K. SL.**	**Speaking and Listening Standards**
CATEGORY / GOAL		**Comprehension and Collaboration**
STANDARD / ORGANIZER	**K.SL.1.**	**Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.**
EXPECTATION	**K.SL.1.a.**	**Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).**
EXPECTATION	**K.SL.1.b.**	**Continue a conversation through multiple exchanges.**
STRAND	**KY.CC.K. SL.**	**Speaking and Listening Standards**
CATEGORY / GOAL		**Comprehension and Collaboration**
STANDARD / ORGANIZER	**K.SL.2.**	**Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.**
STANDARD / ORGANIZER	**K.SL.3.**	**Ask and answer questions in order to seek help, get information, or clarify something that is not understood.**
STRAND	**KY.CC.K. SL.**	**Speaking and Listening Standards**
CATEGORY / GOAL		**Presentation of Knowledge and Ideas**
STANDARD / ORGANIZER	**K.SL.4.**	**Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.**
STANDARD / ORGANIZER	**K.SL.5.**	**Add drawings or other visual displays to descriptions as desired to provide additional detail.**
STANDARD / ORGANIZER	**K.SL.6.**	**Speak audibly and express thoughts, feelings, and ideas clearly.**
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.K. L.**	**Language Standards**
CATEGORY / GOAL		**Conventions of Standard English**
STANDARD / ORGANIZER	**K.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	**K.L.1.a.**	**Print many upper- and lowercase letters.**
EXPECTATION	**K.L.1.b.**	**Use frequently occurring nouns and verbs.**
EXPECTATION	**K.L.1.c.**	**Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).**
EXPECTATION	**K.L.1.e.**	**Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).**
EXPECTATION	**K.L.1.f.**	**Produce and expand complete sentences in shared language activities.**
STRAND	**KY.CC.K. L.**	**Language Standards**
CATEGORY / GOAL		**Conventions of Standard English**
STANDARD /	**K.L.2.**	**Demonstrate command of the conventions of standard English capitalization,**

ORGANIZER		punctuation, and spelling when writing.
EXPECTATION	K.L.2.a.	Capitalize the first word in a sentence and the pronoun I.
EXPECTATION	K.L.2.b.	Recognize and name end punctuation.
EXPECTATION	K.L.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
EXPECTATION	K.L.2.d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
STRAND	KY.CC.K.L.	Language Standards
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	K.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
EXPECTATION	K.L.4.a.	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
EXPECTATION	K.L.4.b.	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
STRAND	KY.CC.K.L.	Language Standards
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	K.L.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
EXPECTATION	K.L.5.a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
EXPECTATION	K.L.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
EXPECTATION	K.L.5.c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
EXPECTATION	K.L.5.d.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
STRAND	KY.CC.K.L.	Language Standards
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	K.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
STRAND	KY.CC.CCRA-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.CCRA-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.CCRA-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.5.	Demonstrate understanding of word relationships and nuances in word meanings.
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

STRAND	KY.CC.K.RL.	Reading Standards for Literature
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	K.RL.1.	With prompting and support, ask and answer questions about key details in a text.
STANDARD / ORGANIZER	K.RL.2.	With prompting and support, retell familiar stories, including key details.
STANDARD / ORGANIZER	K.RL.3.	With prompting and support, identify characters, settings, and major events in a story.
STRAND	KY.CC.K.RL.	Reading Standards for Literature
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	K.RL.4.	Ask and answer questions about unknown words in a text.
STANDARD / ORGANIZER	K.RL.5.	Recognize common types of texts (e.g., storybooks, poems).
STRAND	KY.CC.K.RL.	Reading Standards for Literature
CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	K.RL.7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
STRAND	KY.CC.K.RL.	Reading Standards for Literature
CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	K.RL.10.	Actively engage in group reading activities with purpose and understanding.
STRAND	KY.CC.K.RI.	Reading Standards for Informational Text
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	K.RI.1.	With prompting and support, ask and answer questions about key details in a text.
STRAND	KY.CC.K.RI.	Reading Standards for Informational Text
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	K.RI.4.	With prompting and support, ask and answer questions about unknown words in a text.
STRAND	KY.CC.K.RF.	Reading Standards: Foundational Skills
CATEGORY / GOAL		Print Concepts
STANDARD / ORGANIZER	K.RF.1.	Demonstrate understanding of the organization and basic features of print.
EXPECTATION	K.RF.1.a.	Follow words from left to right, top to bottom, and page by page.
EXPECTATION	K.RF.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
EXPECTATION	K.RF.1.c.	Understand that words are separated by spaces in print.
EXPECTATION	K.RF.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.

STRAND	KY.CC.K.RF.	Reading Standards: Foundational Skills
CATEGORY / GOAL		Phonological Awareness
STANDARD / ORGANIZER	K.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION	K.RF.2.a.	Recognize and produce rhyming words.
EXPECTATION	K.RF.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
EXPECTATION	K.RF.2.c.	Blend and segment onsets and rimes of single-syllable spoken words.
EXPECTATION	K.RF.2.d.	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
EXPECTATION	K.RF.2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
STRAND	KY.CC.K.RF.	Reading Standards: Foundational Skills
CATEGORY / GOAL		Phonics and Word Recognition
STANDARD / ORGANIZER	K.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	K.RF.3.a.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
EXPECTATION	K.RF.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
EXPECTATION	K.RF.3.c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
EXPECTATION	K.RF.3.d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
STRAND	KY.CC.K.RF.	Reading Standards: Foundational Skills
CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	K.RF.4.	Read emergent-reader texts with purpose and understanding.
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
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.CCRA-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.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY /		Craft and Structure

GOAL		
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.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.
STRAND	KY.CC.CCRA-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.CCRA-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.K.W.	Writing Standards
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	K.W.3.	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
STRAND	KY.CC.CCRA-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.CCRA-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.K.SL.	Speaking and Listening Standards
CATEGORY / GOAL		Comprehension and Collaboration
STANDARD / ORGANIZER	K.SL.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
EXPECTATION	K.SL.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
EXPECTATION	K.SL.1.b.	Continue a conversation through multiple exchanges.
STRAND	KY.CC.K.SL.	Speaking and Listening Standards
CATEGORY / GOAL		Comprehension and Collaboration
STANDARD / ORGANIZER	K.SL.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
STANDARD / ORGANIZER	K.SL.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STRAND	KY.CC.K.SL.	Speaking and Listening Standards
CATEGORY / GOAL		Presentation of Knowledge and Ideas
STANDARD / ORGANIZER	K.SL.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
STANDARD /	K.SL.5.	Add drawings or other visual displays to descriptions as desired to provide

ORGANIZER		additional detail.
STANDARD / ORGANIZER	K.SL.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
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.K. L.	Language Standards
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	K.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	K.L.1.a.	Print many upper- and lowercase letters.
EXPECTATION	K.L.1.b.	Use frequently occurring nouns and verbs.
EXPECTATION	K.L.1.c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
EXPECTATION	K.L.1.e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
EXPECTATION	K.L.1.f.	Produce and expand complete sentences in shared language activities.
STRAND	KY.CC.K. L.	Language Standards
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	K.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	K.L.2.a.	Capitalize the first word in a sentence and the pronoun I.
EXPECTATION	K.L.2.b.	Recognize and name end punctuation.
EXPECTATION	K.L.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
EXPECTATION	K.L.2.d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
STRAND	KY.CC.K. L.	Language Standards
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	K.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
EXPECTATION	K.L.4.a.	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
STRAND	KY.CC.K. L.	Language Standards
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	K.L.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
EXPECTATION	K.L.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
EXPECTATION	K.L.5.c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
EXPECTATION	K.L.5.d.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
STRAND	KY.CC.K. L.	Language Standards
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	K.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
STRAND	KY.CC.C CRA-L.	College and Career Readiness Anchor Standards for Language
CATEGORY /		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.5.	Demonstrate understanding of word relationships and nuances in word meanings.
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 5

Kentucky Core Academic Standards

Language Arts

Grade **K** - Adopted: **2010**

STRAND	KY.CC.K. RL.	Reading Standards for Literature
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	K.RL.1.	With prompting and support, ask and answer questions about key details in a text.
STANDARD / ORGANIZER	K.RL.2.	With prompting and support, retell familiar stories, including key details.
STANDARD / ORGANIZER	K.RL.3.	With prompting and support, identify characters, settings, and major events in a story.
STRAND	KY.CC.K. RL.	Reading Standards for Literature
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	K.RL.4.	Ask and answer questions about unknown words in a text.
STANDARD / ORGANIZER	K.RL.5.	Recognize common types of texts (e.g., storybooks, poems).
STRAND	KY.CC.K. RL.	Reading Standards for Literature
CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	K.RL.7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
STRAND	KY.CC.K. RL.	Reading Standards for Literature
CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	K.RL.10.	Actively engage in group reading activities with purpose and understanding.
STRAND	KY.CC.K.	Reading Standards for Informational Text

	RI.	
CATEGORY / GOAL		**Key Ideas and Details**
STANDARD / ORGANIZER	**K.RI.1.**	With prompting and support, ask and answer questions about key details in a text.
STANDARD / ORGANIZER	**K.RI.2.**	With prompting and support, identify the main topic and retell key details of a text.
STANDARD / ORGANIZER	**K.RI.3.**	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
STRAND	**KY.CC.K. RI.**	**Reading Standards for Informational Text**
CATEGORY / GOAL		**Craft and Structure**
STANDARD / ORGANIZER	**K.RI.4.**	With prompting and support, ask and answer questions about unknown words in a text.
STRAND	**KY.CC.K. RI.**	**Reading Standards for Informational Text**
CATEGORY / GOAL		**Integration of Knowledge and Ideas**
STANDARD / ORGANIZER	**K.RI.8.**	With prompting and support, identify the reasons an author gives to support points in a text.
STRAND	**KY.CC.K. RI.**	**Reading Standards for Informational Text**
CATEGORY / GOAL		**Range of Reading and Level of Text Complexity**
STANDARD / ORGANIZER	**K.RI.10.**	Actively engage in group reading activities with purpose and understanding.
STRAND	**KY.CC.K. RF.**	**Reading Standards: Foundational Skills**
CATEGORY / GOAL		**Print Concepts**
STANDARD / ORGANIZER	**K.RF.1.**	Demonstrate understanding of the organization and basic features of print.
EXPECTATION	**K.RF.1.a.**	Follow words from left to right, top to bottom, and page by page.
EXPECTATION	**K.RF.1.b.**	Recognize that spoken words are represented in written language by specific sequences of letters.
EXPECTATION	**K.RF.1.c.**	Understand that words are separated by spaces in print.
EXPECTATION	**K.RF.1.d.**	Recognize and name all upper- and lowercase letters of the alphabet.
STRAND	**KY.CC.K. RF.**	**Reading Standards: Foundational Skills**
CATEGORY / GOAL		**Phonological Awareness**
STANDARD / ORGANIZER	**K.RF.2.**	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION	**K.RF.2.a.**	Recognize and produce rhyming words.
EXPECTATION	**K.RF.2.b.**	Count, pronounce, blend, and segment syllables in spoken words.
EXPECTATION	**K.RF.2.c.**	Blend and segment onsets and rimes of single-syllable spoken words.
EXPECTATION	**K.RF.2.d.**	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonent-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
EXPECTATION	**K.RF.2.e.**	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
STRAND	**KY.CC.K. RF.**	**Reading Standards: Foundational Skills**
CATEGORY / GOAL		**Phonics and Word Recognition**
STANDARD / ORGANIZER	**K.RF.3.**	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	**K.RF.3.a.**	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
EXPECTATION	**K.RF.3.b.**	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

EXPECTATION	K.RF.3.c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
EXPECTATION	K.RF.3.d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
STRAND	KY.CC.K.RF.	Reading Standards: Foundational Skills
CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	K.RF.4.	Read emergent-reader texts with purpose and understanding.
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
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.CCRA-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.CCRA-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.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.
STANDARD / ORGANIZER	CCRA-R.6.	Assess how point of view or purpose shapes the content and style of a text.
STRAND	KY.CC.CCRA-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.CCRA-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.K.W.	Writing Standards
CATEGORY /		Text Types and Purposes

GOAL		
STANDARD / ORGANIZER	**K.W.1.**	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).
STANDARD / ORGANIZER	**K.W.2.**	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
STANDARD / ORGANIZER	**K.W.3.**	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
STRAND	**KY.CC.K. W.**	Writing Standards
CATEGORY / GOAL		Production and Distribution of Writing
STANDARD / ORGANIZER	**K.W.5.**	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
STRAND	**KY.CC.C CRA-W.**	College and Career Readiness Anchor Standards for Writing
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	**CCRA-W.2.**	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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.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.K. SL.**	Speaking and Listening Standards
CATEGORY / GOAL		Comprehension and Collaboration
STANDARD / ORGANIZER	**K.SL.1.**	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
EXPECTATION	**K.SL.1.a.**	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
EXPECTATION	**K.SL.1.b.**	Continue a conversation through multiple exchanges.
STRAND	**KY.CC.K. SL.**	Speaking and Listening Standards
CATEGORY / GOAL		Comprehension and Collaboration
STANDARD / ORGANIZER	**K.SL.2.**	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
STANDARD / ORGANIZER	**K.SL.3.**	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STRAND	**KY.CC.K. SL.**	Speaking and Listening Standards

CATEGORY / GOAL		Presentation of Knowledge and Ideas
STANDARD / ORGANIZER	K.SL.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
STANDARD / ORGANIZER	K.SL.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
STANDARD / ORGANIZER	K.SL.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
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.K.L.	Language Standards
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	K.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	K.L.1.a.	Print many upper- and lowercase letters.
EXPECTATION	K.L.1.b.	Use frequently occurring nouns and verbs.
EXPECTATION	K.L.1.c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
EXPECTATION	K.L.1.e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
EXPECTATION	K.L.1.f.	Produce and expand complete sentences in shared language activities.
STRAND	KY.CC.K.L.	Language Standards
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	K.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	K.L.2.a.	Capitalize the first word in a sentence and the pronoun I.
EXPECTATION	K.L.2.b.	Recognize and name end punctuation.
EXPECTATION	K.L.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
EXPECTATION	K.L.2.d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
STRAND	KY.CC.K.L.	Language Standards
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	K.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
EXPECTATION	K.L.4.a.	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
STRAND	KY.CC.K.L.	Language Standards
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	K.L.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
EXPECTATION	K.L.5.a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
EXPECTATION	K.L.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
EXPECTATION	K.L.5.c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
EXPECTATION	K.L.5.d.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
STRAND	KY.CC.K.L.	Language Standards

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	K.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
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.5.	Demonstrate understanding of word relationships and nuances in word meanings.
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.