



English/Language Arts

Grade: K

Preparation of Kentucky’s students for the demands of the 21st Century requires districts and schools to prepare every student for successful transition to post-secondary education, work and the community. The Kentucky Academic Standards help ensure that all students throughout Kentucky are provided with common content and have opportunities to learn at high levels. This document provides administrators, teachers, parents and other stakeholders with access to the standards, the progression of skills taught, and supporting information. These learning goals outline what a student should know and be able to do at the end of the current grade.

This document is best used in conjunction with the Boyd County Public School District’s Writing Plan.

Curriculum Framework Key:

I=New Standard Introduced

O= Ongoing

M=Mastery

Speaking and Listening Standards

The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. The skills and applications of these Speaking and Listening Standards are integrated throughout the year and opportunities are provided for students to demonstrate mastery of these standards in Reading and Writing ELA instruction.

LDC Resources that address multiple standards in this cluster

[Responding to a Read-Aloud](#)

[Listening and Speaking about Prior Knowledge](#)

[Writing and Discussion Before Reading](#)

[Retelling The Three Billy Goat's Gruff](#)

[\(Insert Your Literary Text Here\): A 5 Day Module for Writing an Opinion Piece Based on Main Events from a Literary Text for the Primary Grades](#)

Achieve the Core Resources that address multiple standards in this cluster

[Are Trees Alive](#)

[Bats](#)

[Cactus Hotel](#)

[Chrysanthemum](#)

[Commotion in the Ocean](#)

[Dear Juno](#)

[Diego Rivera: His World and Ours](#)

[Elephants Can Paint Too!](#)

[Feel the Wind](#)

[For You are a Kenyan Child](#)

Speaking and Listening Standards		1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks	Resources
Comprehension and Collaboration						
SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and large groups.	I	O	O	M	The Art Lesson
SL.K.1a	Follow agreed-upon rules for discussion (e.g., listening to others	I	O	O	M	Writing and Discussion Before Reading

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	and taking turns speaking about the topic and texts under discussion.					
SL.K.1b	Continue a conversation through multiple exchanges.	I	O	O	M	
SL.K.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.	I	O	O	M	The Art Lesson
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	I	O	O	M	
Presentation of Knowledge and Ideas						
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	I	O	O	M	
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	I	O	O	M	
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	-	I	O	M	Knuffle Bunny Starter Task: ELA -- RL.7 -- Kinder -- Explaining Relationship Between Illustrations and Story Based on Knuffle Bunny Too

Reading Standards: Foundational Skills (K-5)

*These standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. **These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.** Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.*

LDC Resources that address multiple standards in this cluster

[Responding to a Read-Aloud](#)

[Listening and Speaking about Prior Knowledge](#)

Achieve the Core Resources that address multiple standards in this cluster

Reading Standards: Foundational Skills (K-5)		1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks	Resources
Print Concepts						
RF.K.1	Demonstrate understanding of the organization and basic features of print.	I	O	O	M	
RF.K.1.a	Follow words from left to right, top to bottom, and page by page.	I	O	O	M	
RF.K.1.b	Recognize that spoken words are represented in written language by specific sequences of letters.	I	O	O	M	
RF.K.1.c	Understand that words are separated by spaces in print.	I	O	O	M	
RF.K.1.d	Recognize and name all upper- and lowercase letters of the alphabet.	I	O	O	M	

Phonological Awareness						
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	I	O	O	M	
RF.K.2a	Recognize and produce rhyming words.	I	O	O	M	
RF.K.2b	Count, pronounce, blend, and segment syllables in spoken words.	-	I	O	M	
RF.K.2c	Blend and segment onsets and rimes of single-syllable spoken words.	-	I	O	M	
RF.K.2.d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. ¹ (This does not include CVCs ending with /l/, /r/, or /x/.)	-	I	O	M	
RF.K.2.e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	-	I	O	M	
RF.K.1.d	Recognize and name all upper- and lowercase letters of the alphabet.	I	O	O	M	
Phonics and Word Recognition						
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.	I	O	O	M	
RF.K.3.a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most	I	O	O	M	

	frequent sounds for each consonant.					
RF.K.3.b	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	-	I	O	M	
RF.K.3.c	Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).	-	I	O	M	
RF.K.3.d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	-	I	O	M	
Fluency						
RF.K.4	Read emergent-reader texts with purpose and understanding.	-	-	I	M	

Reading: Informational Text

LDC Resources that address multiple standards in this cluster	
Responding to a Read-Aloud Brainstorming	
Achieve the Core Resources that address multiple standards in this cluster	
Are Trees Alive Bats Cactus Hotel Commotion in the Ocean	Diego Rivera: His World and Ours Elephants Can Paint Too! Feel the Wind

Reading Standards for Informational Text		1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks	Resources
Key Ideas and Details						
RI.K.1	With prompting and support, ask and answer questions about key details in a text.	I	O	O	M	
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.	I	O	O	M	
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	I	O	O	M	
Craft and Structure						
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.	I	O	O	M	
RI.K.5	Identify the front cover, back cover, and title page of a book.	I	O	O	M	
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	-	I	O	M	
Integration of Knowledge and Ideas						
RI.K.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	I	O	O	M	What Illustrations Add to a Story My Five Senses by Alik

	illustration depicts).					
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.	-	I	O	M	Analyzing Persuasive Text ("Dear Mr. Blueberry" with UDL Supports)
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	-	I	O	M	
RI.K.10	Actively engage in group reading activities with purpose and understanding.	I	O	O	M	

Reading: Literature

LDC Resources that address multiple standards in this cluster

[Retelling The Three Billy Goat's Gruff](#)

[\(Insert Your Literary Text Here\): A 5 Day Module for Writing an Opinion Piece Based on Main Events from a Literary Text for the Primary Grades](#)

Achieve the Core Resources that address multiple standards in this cluster

[Bats](#)
[Cactus Hotel](#)
[Chrysanthemum](#)
[Commotion in the Ocean](#)

[Dear Juno](#)
[Diego Rivera: His World and Ours](#)
[For You Are A Kenyan Child](#)
[The Art Lesson](#)

Reading Standards for Literature	1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks	Resources
Key Ideas and Details					

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RL.K.1	With prompting and support, ask and answer questions about key details in a text.	I	O	O	M	Retelling The Three Billy Goat's Gruff
RL.K.2	With prompting and support, retell familiar stories, including key details.	-	-	I	M	Retelling Corduroy Elephants Can Paint Too! Insert Your Literary Text Here: A 5 Day Module for Writing an Opinion Piece Based on Main Events from a Literary Text for the Primary Grades Retelling The Three Billy Goat's Gruff
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	I	O	O	M	Elephants Can Paint Too! Insert Your Literary Text Here: A 5 Day Module for Writing an Opinion Piece Based on Main Events from a Literary Text for the Primary Grades Retelling The Three Billy Goat's Gruff
Craft and Structure						
RL.K.4	Ask and answer questions about unknown words in a text.	-	-	I	M	
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).	I	O	O	M	
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	I	O	O	M	
Integration of Knowledge and Ideas						
RL.K.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	I	O	O	M	Starter Task: ELA -- RL.7 -- Kinder -- Explaining Relationship Between Illustrations and Story Based on Knuffle Bunny Too What Illustrations Add to a Story

	illustration depicts).					
RL.K.8	(RL.K.8 not applicable to literature)	-	-	-	-	
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	-	-	I	M	
Range of Reading and Level of Text Complexity						
RL.K.10	Actively engage in group reading activities with purpose and understanding.	I	O	O	M	Retelling The Three Billy Goat's Gruff

Writing

The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

Standards listed below are to be integrated in all forms of writing instruction – informational, opinion, and narrative. Students will have multiple opportunities throughout the school year to demonstrate the skills and knowledge incorporated in these writing standards.

LDC Resources that address multiple standards in this cluster

Achieve the Core Resources that address multiple standards in this cluster

Writing Standards		1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks	Resources
Production and Distribution of Writing						
W.K.4	(W.K.4 begins in grade 3)	-	-	-	-	
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	-	-	I	M	(Insert Your Literary Text Here): A 5 Day Module for Writing an Opinion Piece Based on Main Events from a Literary Text for the Primary Grades
W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	-	-	I	M	
Research to Build and Present Knowledge						
W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	I	O	O	M	
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	I	O	O	M	Are Trees Alive Bats Cactus Hotel Diego Rivera: His World and Ours Elephants Can Paint Too! Feel the Wind The Art Lesson
W.K.9	(W.K.9 begins in grade 4)	-	-	-	-	
Range of Writing						

W.K.10	(W.K.10 begins in grade 3)	-	-	-	-	
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Language Standards

*The following standards for grades K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. **The skills and applications of these standards are integrated throughout the year and opportunities are provided for students to demonstrate mastery of these standards in all components of ELA instruction – Speaking and Listening, Reading and Writing.***

LDC Resources that address multiple standards in this cluster

[The Power of Words](#)

[Responding to a Read-Aloud](#)

[\(Insert Your Literary Text Here\): A 5 Day Module for Writing an Opinion Piece Based on Main Events from a Literary Text for the Primary Grades](#)

[Beck's Post-Reading Vocabulary Activities](#)

Achieve the Core Resources that address multiple standards in this cluster

[Are Trees Alive](#)
[Chrysanthemum](#)
[Dear Juno](#)

[Feel the Wind](#)
[For You are a Kenyan Child](#)

Language Standards		1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks	Resources
Conventions of Standard English						
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	I	O	O	M	The Power of Words Insert Your Literary Text Here: A 5 Day Module for Writing an Opinion Piece Based on Main Events from a Literary Text for the Primary Grades
L.K.1.a	Print many upper and lower case letters.	I	O	O	M	

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L.K.1.b	Use frequently occurring nouns and verbs.	I	O	O	M	
L.K.1.c	Form regular plural nouns orally by adding /s/ or /es/ (e.g. dog, dogs; wish, wishes).	I	O	O	M	
L.K.1.d	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how.)	I	O	O	M	
L.K.1.e	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by with).	I	O	O	M	
L.K.1.f	Produce and expand complete sentences in shared language activities.	I	O	O	M	
L.K.2	Demonstrate command of the conventions of standard English – capitalization, punctuation, and spelling when writing.	-	I	O	M	
L.K.2.a	Capitalize the first word in a sentence and the pronoun I.	-	I	O	M	
L.K.2.b	Recognize and name end punctuation.	-	I	O	M	
L.K.2.c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).	-	I	O	M	
L.K.2.d	Spell simple words phonetically, drawing on knowledge of sound-letter relationships	-	I	O	M	
Knowledge of Language						

L.K.3	(Begins in Grade 2)	-	-	-	-	
Vocabulary Acquisition and Use						
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> .	-	I	O	M	
L.K.4.a	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i> .)	-	I	O	M	
L.K.4.b	Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.	-	I	O	M	
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meaning.	-	-	I	M	
L.K.5.a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	-	-	I	M	
L.K.5.b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms.)	-	-	I	M	
L.K.5.c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).	-	-	I	M	
L.K.5.d	Distinguish shades of meaning among	-	-	I	M	

	verbs describing the same general action (e.g., work, march, strut, prance) by acting out the meanings.					
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	I	O	O	M	

Writing: Informative/Explanatory

Writing Standard 2: Informative/Explanatory (W.K.2)

LDC Resources that address multiple standards in this cluster						
Responding to a Read-Aloud Knuffle Bunny Starter Task: ELA -- RL.7 -- Kinder -- Explaining Relationship Between Illustrations and Story Based on Knuffle Bunny Too						
Achieve the Core Resources that address multiple standards in this cluster						
Are Trees Alive Bats Cactus Hotel Chrysanthemum Commotion in the Ocean			Diego Rivera: His World and Ours Elephants Can Paint Too! Feel the Wind For You are a Kenyan Child			
Informative/Explanatory Writing		1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks	Resources
W.K.2	Use a combination of drawing, dictating, and writing to compose	I	O	O	M	My Five Senses by Aliki

	informative/explanatory texts in which they name what they are writing about and supply some information about the topic.					
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Writing: Opinion

Writing Standard 1: Opinion (W.K.1)

LDC Resources that address multiple standards in this cluster

[Insert Your Literary Text Here: A 5 Day Module for Writing an Opinion Piece Based on Main Events from a Literary Text for the Primary Grades](#)

Achieve the Core Resources that address multiple standards in this cluster

[The Art Lesson](#)

Persuasive Writing		1st 9 weeks	2nd 9 weeks	3rd 9 weeks	4th 9 weeks	Resources
W.K.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., <i>My favorite book is...</i>).prompting and support, provide additional detail	-	I	O	M	

Writing: Narrative

Writing Standard 3: Narrative (W.K.3)

LDC Resources that address multiple standards in this cluster

Achieve the Core Resources that address multiple standards in this cluster

Narrative Writing		1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks	Resources
W.K.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.	-	-	I	M	Retelling Corduroy