



Boyd County Schools Curriculum Framework

English/Language Arts Grade: 1

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

[Partner Retelling of Narrative Text](#)

Achieve the Core Resources that address multiple standards in this cluster

[Charlotte's Web](#)
[Owl Moon](#)
[Train to Somewhere](#)
[Tikki Tikki Tembo](#)
[The Moon](#)

[Amelia Bedelia](#)
[The Seashore](#)
[Amazing Grace](#)
[Martin's Big Words](#)
[Snow School](#)

Speaking and Listening Standards		1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks	Other Resources
Comprehension and Collaboration						
SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	I	O	O	M	
SL.1.1.a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	I	O	O	M	
SL.1.1.b	Build on others' talk in conversations	I	O	O	M	

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	by responding to the comments of others through multiple exchanges.					
SL.1.1.c	Ask questions to clear up any confusion about the topics and texts under discussion.	I	O	O	M	
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	I	O	O	M	
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	I	O	O	M	
Presentation of Knowledge and Ideas						
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	I	O	O	M	
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	-	-	I	M	
SL.1.6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)	I	O	O	M	

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

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	Other Resources
Print Concepts						
RF.1.1	Demonstrate understanding of the organization and basic features of print.	I	O	O	M	
RF.1.1a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	I	O	O	M	
Phonological Awareness						
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	I	O	O	M	
RF.1.2a	Distinguish long from short vowel sounds in spoken single-syllable words.	I	O	O	M	
RF.1.2.b	Orally produce single-syllable words by	I	O	O	M	

	blending sounds (phonemes), including consonant blends.					
RF.1.2.c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	I	O	O	M	
RF.1.2.d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	I	O	O	M	
Phonics and Word Recognition						
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.	I	O	O	M	
RF.1.3.a	Know the spelling-sound correspondences for common consonant digraphs.	I	O	O	M	
RF.1.3.b	Decode regularly spelled one-syllable words.	I	O	O	M	
RF.1.3.c	Know final -e and common vowel team conventions for representing long vowel sounds.	-	I	O	M	
RF.1.3.d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	-	I	O	M	
RF.1.3.e	Decode two-syllable words following basic patterns by breaking the words into syllables.	-	I	O	M	
RF.1.3.f	Read words with inflectional endings.	-	I	O	M	
RF.1.3.g	Recognize and read grade-appropriate irregularly spelled words.	-	I	O	M	
Fluency						

RF.1.4	Read with sufficient accuracy and fluency to support comprehension.	I	O	O	M	
RF.1.4.a	Read grade-level text with purpose and understanding.	I	O	O	M	
RF.1.4.b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	I	O	O	M	
RF.1.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary	I	O	O	M	

Reading: Informational Text

LDC Resources that address multiple standards in this cluster

[Gathering Information from Multiple Sources](#)
["Transformations Around Me: Urban Life vs. Rural Life"](#)

Achieve the Core Resources that address multiple standards in this cluster

[The Moon](#)
[Martin's Big Words](#)
[Snow School](#)
[Animal Protection](#)

Reading Standards for Informational Text	1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks	Other Resources	
Key Ideas and Details						
RI.1.1	Ask and answer questions about key details in a text.	I	O	O	M	Gathering Vocabulary from Read Alouds
RI.1.2	Identify the main topic and retell key details of a text.	I	O	O	M	Theme Scheme: Analyzing Theme in Narrative Developing Opinions

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RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	I	O	O	M	Introducing the Concept of Intertextuality
Craft and Structure						
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	I	O	O	M	Learning new words from Read Alouds
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	I	O	O	M	
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	-	I	O	M	
Integration of Knowledge and Ideas						
RI.1.7	Use the illustrations and details in a text to describe its key ideas.	I	O	O	M	
RI.1.8	Identify the reasons an author gives to support points in a text.	-	I	O	M	
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	-	I	O	M	
Range of Reading and Level of Text Complexity						
RI.1.10	With prompting and support, read	I	O	O	M	

informational texts appropriately complex for grade 1.						
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Reading: Literature

LDC Resources that address multiple standards in this cluster

[Story Mapping 2: Coaching Student Independence](#)
[Introducing the Concept of Intertextuality](#)

Achieve the Core Resources that address multiple standards in this cluster

[Charlotte’s Web](#)
[Owl Moon](#)
[Train to Somewhere](#)
[Tikki Tikki Tembo](#)

[Amelia Bedelia](#)
[The Seashore](#)
[Amazing Grace](#)

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

RL.1.1	Ask and answer questions about key details in a text.	-	-	I	M	Writing Persuasive Letters (Dear Mr. Blueberry) Writing Persuasive Letters ("Dear Mr. Blueberry" with UDL Supports) Analyzing Persuasive Text (Dear Mr. Blueberry) Inferring from Pictures Gathering Vocabulary from Read Alouds
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	-	-	I	M	Story Mapping 1: Modeling Story Mapping 2: Coaching Student Independence Story Mapping 3: Linking Ideas Across Two Texts Story Mapping 4: Independent Student Work Theme Scheme: Analyzing Theme in Narrative Developing Opinions

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RL.1.3	Describe characters, settings, and major events in a story, using key details.	-	-	I	M	Story Mapping 1: Modeling Story Mapping 2: Coaching Student Independence Story Mapping 3: Linking Ideas Across Two Texts Story Mapping 4: Independent Student Work Transformations Around Me: Urban Life vs. Rural Life Writing Persuasive Letters (Dear Mr. Blueberry) Writing Persuasive Letters ("Dear Mr. Blueberry" with UDL Supports) Analyzing Persuasive Text (Dear Mr. Blueberry) Introducing the Concept of Intertextuality
Craft and Structure						
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	-	-	I	M	
RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	-	-	I	M	
RL.1.6	Identify who is telling the story at various points in a text.	-	-	I	M	Contrasting point of view
Integration of Knowledge and Ideas						
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	-	-	I	M	
RL.1.8	(RL.1.8 not applicable to literature)	-	-	-	-	
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.	-	-	I	M	Introducing the Concept of Intertextuality Story Mapping 3: Linking Ideas Across Two Texts
Range of Reading and Level of Text Complexity						

RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	-	-	I	M	
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Writing 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. 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	Other Resources
Production and Distribution of Writing						
W.1.4	(W.1.4 begins in grade 3)	-	-	-	-	
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	I	O	O	M	My Memory (inspired by the story "Wilfred Gordon McDonald Partridge") Writing Stories with Personification (The Day the Crayons Quit) "Transformations Around Me: Urban Life vs. Rural Life"

W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	-	-	I	M	My Memory (inspired by the story "Wilfred Gordon McDonald Partridge") Writing Stories with Personification (The Day the Crayons Quit) Writing Fractured Fairytales
Research to Build and Present Knowledge						
W.1.7	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	I	O	O	M	The Seashore Animal Protection
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	I	O	O	M	Charlotte's Web Owl Moon Train to Somewhere Tikki Tikki Tembo The Moon Amelia Bedelia The Seashore Amazing Grace Martin's Big Words Snow School Animal Protection "Transformations Around Me: Urban Life vs. Rural Life"
W.1.9	(W.1.9 begins in grade 4)	-	-	-	-	
Range of Writing						
W.1.10	(W.1.10 begins in grade 3)	-	-	-	-	

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 sills 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](#)
[Semantic Gradient](#)
[Learning new words from Read Alouds](#)
[Responding to a Read Aloud](#)
[Gathering Vocabulary from Read Alouds](#)

Achieve the Core Resources that address multiple standards in this cluster

[Charlotte’s Web](#)
[Owl Moon](#)

[Amelia Bedelia](#)
[The Seashore](#)

Language Standards	1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks	Other Resources	
Conventions of Standard English						
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	I	O	O	M	Tikki Tikki Tembo The Moon Amazing Grace
L.1.1.a	Print all upper- and lowercase letters.	I	O	O	M	
L.1.1.b	Use common, proper, and possessive nouns.	I	O	O	M	
L.1.1.c	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	I	O	O	M	
L.1.1.d	Use personal, possessive, and	I	O	O	M	

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	indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).					
L.1.1.e	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	I	O	O	M	
L.1.1.f	Use frequently occurring adjectives.	I	O	O	M	
L.1.1.g	Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).	I	O	O	M	
L.1.1.h	Use determiners (e.g., articles, demonstratives).	I	O	O	M	
L.1.1.i	Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).	I	O	O	M	
L.1.1.j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	I	O	O	M	
L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	I	O	O	M	The Moon Amazing Grace
L.1.2.a	Capitalize dates and names of people.	I	O	O	M	
L.1.2.b	Use end punctuation for sentences.	I	O	O	M	
L.1.2.c	Use commas in dates and to separate single words in a series.	-	I	O	M	
L.1.2.d	Use conventional spelling for words	I	O	O	M	

	with common spelling patterns and for frequently occurring irregular words.					
L.1.2.e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	I	O	O	M	
Knowledge of Language						
L.1.3	(L.1.3 begins in grade 2)	-	-	-	-	
Vocabulary Acquisition and Use						
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.	-	I	O	M	Train to Somewhere
L.1.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.	-	I	O	M	
L.1.4.b	Use frequently occurring affixes as a clue to the meaning of a word.	-	I	O	M	
L.1.4.c	Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).	-	I	O	M	
L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	-	-	I	M	
L.1.5.a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	-	-	I	M	

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L.1.5.b	Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).	-	-	I	M	
L.1.5.c	Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).	-	-	I	M	
L.1.5.d	Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.	-	-	I	M	
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).	I	O	O	M	

Writing: Informative/Explanatory

Writing Standard 2: Informative/Explanatory (W.1.2)

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

LDC Resources that address multiple standards in this cluster

["Transformations Around Me: Urban Life vs. Rural Life"](#)

Achieve the Core Resources that address multiple standards in this cluster

Writing Informative/Explanatory Standards		1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks	Other Resources
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	I	O	O	M	Transformations Around Me: Urban Life vs. Rural Life Charlotte's Web Owl Moon Tikki Tikki Tembo The Moon Amelia Bedelia The Seashore Amazing Grace Martin's Big Words Snow School

Writing: Opinion

Writing Standard 1: Opinion (W.1.1)

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

LDC Resources that address multiple standards in this cluster						
Book Reviews						
Writing Stories with Personification (The Day the Crayons Quit)						
Achieve the Core Resources that address multiple standards in this cluster						
Opinion Writing Standards		1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks	Other Resources
W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	-	I	O	M	Train to Somewhere

Writing: Narrative

Writing Standard 3: Narrative (W.1.3)

Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

LDC Resources that address multiple standards in this cluster

[Writing Stories with Personification \(The Day the Crayons Quit\)](#)
[Writing Fractured Fairytales](#)

Achieve the Core Resources that address multiple standards in this cluster

Opinion Writing Standards		1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks	Other Resources
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	-	-	I	M	