

Grade 1 Reading and Writing
Priority and Supporting Standards
2024-2025



BCS Elementary Schools follow the Units of Study and Pacing of their High-Quality Instructional Resource: HQIR: CKLA, EL Education, or Wonders

**Prioritized Standards are bolded in black ink; supporting standards are bulleted under the Reading and Writing Strand they support*

Grade 1 Prioritized Standards for 24-25					
Reading Foundational Skills	Reading Literature	Reading Informational	Composition	Language	Handwriting
<i>Print Concepts:</i> RF.1.1 <i>Phonological Awareness:</i> RF.1.2 <i>Phonics and Word Recognition:</i> RF.1.3 <i>Fluency:</i> RF.1.4	<i>Key Ideas and Details:</i> RL.1.1 RL.1.2 RL.1.3 <i>Craft and Structure:</i> RL.1.4 <ul style="list-style-type: none"> ● RL.1.5 ● RL.1.6 <i>Integration of Knowledge:</i> <ul style="list-style-type: none"> ● RL.1.7 ● RL.1.9 <i>Reading Range/ Text Complexity Level:</i> <ul style="list-style-type: none"> ● RL.1.10 	<i>Key Ideas and Details:</i> RI.1.1 RI.1.2 <ul style="list-style-type: none"> ● RI.1.3 <i>Craft and Structure:</i> RI.1.4 <ul style="list-style-type: none"> ● RI.1.5 ● RI.1.6 <i>Integration of Knowledge:</i> <ul style="list-style-type: none"> ● RI.1.7 ● RI.1.8 ● RI.1.9 <i>Reading Range/ Text Complexity Level:</i> <ul style="list-style-type: none"> ● RI.1.10 	<i>Text Types and Purposes</i> C.1.1 C.1.2 C.1.3 <i>Production and Distribution:</i> <ul style="list-style-type: none"> ● C.1.4 <i>Research to Build and Present Knowledge:</i> <ul style="list-style-type: none"> ● C.1.5 ● C.1.6 	<i>Conventions of Standard English:</i> <ul style="list-style-type: none"> ● L.1.1 ● L.K.2 <i>Vocabulary Acquisition & Use:</i> <ul style="list-style-type: none"> ● L.1.4 ● L.1.5 	<ul style="list-style-type: none"> ● HW.1.1

*[Boone County Schools K-2 Instructional Framework](#)

KY Academic Standards for Reading and Writing Grade 1

**** Priority Standards will be summatively assessed. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

Multidimensionality

Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

Reading Foundational Skills

Print Concepts

RF.1.1

Demonstrate understanding of the organization and basic features of print to aid in comprehension.

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

Priority Standard

Phonological Awareness

RF.1.2

Demonstrate understanding of spoken words, syllables and sounds (phonemes).

- a. Distinguish long from short vowel sounds in spoken single-syllable words.
 b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 c. Construct and deconstruct spoken single syllable words into initial, medial vowel and final sounds (phonemes).

Priority Standard

Phonics and Word Recognition

RF.1.3

Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Know the spelling-sound correspondences for common consonant digraphs.
- b. Decode regularly spelled one-syllable words.
- c. Know final –e and common vowel team conventions for representing long vowel sounds.
- d. Demonstrate knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. With adult support, decode two-syllable words by breaking the words into syllables.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.

Priority Standard

Fluency

RF.1.4

Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Orally read grade-level text fluently on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Priority Standard

Reading Literature Texts

Key Ideas and Details

RL.K.1

With prompting and support, ask and answer explicit questions about key ideas and details and make logical inferences to construct meaning from the text.

RL.1.1

With prompting and support, *ask and answer explicit questions about KEY IDEAS AND DETAILS*, and *make and support logical inferences to construct meaning* from the text.

RL.2.1

Ask and answer such questions as who, what, where, when, why and how, and make and support logical inferences to construct meaning from the text.

Priority Standard

RL.K.2	RL.1.2	RL.2.2
With prompting and support, orally recognize key details from a summary to demonstrate understanding of the lesson learned in the story.	With prompting and support, <i>recognize key details from a summary</i> to demonstrate understanding of the AUTHOR'S MESSAGE, LESSON LEARNED AND/OR MORAL.	Identify implicit and explicit information from a summary to determine the author's message, lesson learned and/or moral, including but not limited to fables and folktales from diverse cultures.

Priority Standard

RL.K.3	RL.1.3	RL.2.3
With prompting and support, identify characters, settings and major events in order to make meaning of the story development.	<i>Describe CHARACTERS, SETTINGS and MAJOR EVENTS IN A STORY, using key details, in order to make meaning of the story development.</i>	Describe how characters in a story respond to major events and challenges in order to make meaning of the story development.

Priority Standard

Craft and Structure

RL.K.4	RL.1.4	RL.2.4
With prompting and support, identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<i>Identify words and phrases in stories or poems that SUGGEST FEELINGS OR APPEAL TO THE SENSES in order to construct meaning.</i>	Describe how words and phrases, including but not limited to regular beats, alliteration, rhymes and/or repeated lines, supply rhythm and shape meaning in a story, poem, or song.

Priority Standard

RL.K.5	RL.1.5	RL.2.5	Supporting Standard
Recognize common structures of poems, stories and dramas	<i>Recognize major differences between the STRUCTURES OF POEMS, STORIES AND DRAMAS, including but not limited to LINEAR, NONLINEAR AND CIRCULAR STRUCTURES.</i>	Describe how parts of the text contribute to the overall structure of poems, stories and dramas, including but not limited to linear, non-linear and circular structures.	
RL.K.6	RL.1.6	RL.2.6	Supporting Standard
With prompting and support, identify the author and illustrator of a story and explain how each tells the story.	With prompting and support, <i>identify WHO IS TELLING THE STORY at various points in a text.</i>	With prompting and support, acknowledge differences in the perspectives of characters, including by speaking in a different voice for each character when reading dialogue aloud, and how those perspectives shape the content of the text.	
Integration of Knowledge and Ideas			
RL.K.7	RL.1.7	RL.2.7	Supporting Standard
With prompting and support, describe the relationship between illustrations and the story in which they appear	<i>Use a story's illustrations and details to describe its CHARACTERS, SETTING AND EVENTS</i>	Use a story's illustrations and words in print/non-print texts to demonstrate understanding of characters, setting and plot.	

RL.K.9	RL.1.9	RL.2.9	Supporting Standard
With prompting and support, compare/contrast the adventures and experiences of characters in stories.	Compare/contrast <i>the adventures and experiences</i> of CHARACTERS in stories.	Compare/contrast two or more versions of the same story by different authors or from different cultures	
Reading Range/ Text Complexity Level			
RL.K.10	RL.1.10	RL.2.10	Supporting Standard
With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts.	With prompting and support, flexibly use a variety of comprehension strategies (i.e., <i>questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance</i>) to make sense of GRADE-LEVEL APPROPRIATE, COMPLEX LITERARY TEXTS.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade level appropriate, complex literary texts independently and proficiently.	
Reading Informational Texts			
Key Ideas and Details			
RI.K.1	RI.1.1	RI.2.1	Priority Standard
With prompting and support, ask and answer explicit questions about key ideas and details and make logical inferences to	With prompting and support, <i>ask and answer explicit questions about</i> KEY IDEAS AND DETAILS , and make and	Ask and answer such questions as who, what, where, when, why and how, and make and support logical inferences to construct	

construct meaning from the text.	support logical inferences to construct meaning from the text.	meaning from the text.	
RI.K.2	RI.1.2	RI.2.2	
With prompting and support, orally recognize key details from a summary to demonstrate understanding of the central idea of a text.	With prompting and support, <i>recognize KEY DETAILS from a summary to demonstrate understanding of the CENTRAL IDEA</i> of a text.	Identify implicit and explicit information from a summary to determine the central idea of a text	Priority Standard
RI.K.3	RI.1.3	RI.2.3	Supporting Standard
With prompting and support, identify the individuals, events, ideas or pieces of information presented over the course of a text.	With prompting and support, <i>identify the connection between INDIVIDUALS, EVENTS, IDEAS OR PIECES OF INFORMATION over the course of a text</i>	Describe the connection between individuals, historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.	
Craft and Structure			
RI.K.4	RI.1.4	RI.2.4	Priority Standard
With prompting and support, ask and answer questions about unknown words in a text.	<i>Ask and answer questions to help determine or clarify the meaning of words and phrases in a GRADE-LEVEL TEXT.</i>	Determine the meaning of general academic words and phrases and how those words and phrases shape meaning in a grade-level text.	

RI.K.5	RI.1.5	RI.2.5	Supporting Standard
Identify the front cover, back cover and title page of a book	<i>Know and use various TEXT FEATURES</i> , including but not limited to HEADINGS, TABLES OF CONTENTS, GLOSSARIES, CAPTIONS, BOLD PRINT, SUBHEADINGS, INDEXES, ELECTRONIC MENUS AND ICONS to locate key facts or information in a text.	Identify and describe informational text structures, including sequence/chronological and descriptive structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.	
RI.K.6	RI.1.6	RI.2.6	Supporting Standard
With prompting and support, identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text	<i>Distinguish between INFORMATION PROVIDED BY PICTURES or other illustrations and INFORMATION PROVIDED BY THE WORDS</i> in a text.	Identify the main purpose of a text, including what the author wants to answer, explain or describe, and how that purpose shapes the content of the text.	
Integration of Knowledge and Ideas			
RI.K.7	RI.1.7	RI.2.7	Supporting Standard
With prompting and support, describe the relationship between visuals and the text.	<i>Use the visuals and details in a text to describe its KEY IDEAS</i>	Identify information gained from visuals and words in the text, and explain how that information contributes to understanding of the text	

RI.K.8	RI.1.8	RI.2.8	Supporting Standard
With prompting and support, identify the claim and the reasons an author gives to support claims in a text.	<i>Identify the CLAIM and the REASONS an author gives to support the CLAIM</i> in a text.	Describe how reasons support specific claims the author makes in a text.	
RI.K.9	RI.1.9	RI.2.9	Supporting Standard
With prompting and support, identify information from two or more texts on similar themes or topics.	<i>Identify information</i> from TWO OR MORE TEXTS ON SIMILAR THEMES OR TOPICS.	Describe the relationship between information from two or more texts on the same theme or topic.	
Reading Range/ Text Complexity Level			
RI.K.10	RI.1.10	RI.2.10	Supporting Standard
With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts.	With prompting and support, flexibly use a variety of comprehension strategies (i.e., <i>questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance</i>) to make sense of GRADE-LEVEL APPROPRIATE, COMPLEX INFORMATIONAL TEXTS.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade level appropriate, complex literary texts independently and proficiently.	

Composition

Text Types and Purposes

C.K.1	C.1.1	C.2.1
<p>Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</p> <p>b. Introduce the topic.</p> <p>c. Provide reasons with details to support the opinion</p> <p>d. Use grade-appropriate transitions.</p> <p>e. Provide a concluding idea. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>	<p>Compose OPINION PIECES, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.</p> <p>(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. <i>b. Introduce the topic.</i></p> <p>c. Provide reasons with details to support the opinion. <i>d. Use grade-appropriate TRANSITIONS.</i></p> <p>e. Provide a concluding idea.</p> <p>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>	<p>Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</p> <p>b. Introduce the topic, followed by opinion statement and create an organizational structure.</p> <p>c. Provide reasons with details to support the opinion.</p> <p>d. Use grade-appropriate transitions.</p> <p>e. Provide a concluding section.</p> <p>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>

Priority Standard

C.K.2	C.1.2	C.2.2	Priority Standard
<p>Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and supply information about the topic. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</p> <p>b. Introduce the topic.</p> <p>c. Supply information to develop the topic.</p> <p>d. Use grade-appropriate conjunctions to develop text structure within sentences.</p> <p>e. Use grade-appropriate transitions to develop text structure across paragraphs.</p> <p>f. Provide a concluding idea.</p> <p>g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>	<p>Compose INFORMATIVE AND/OR EXPLANATORY TEXTS, using a combination of drawing, dictating, writing and digital resources, <i>to establish a topic and provide information about the topic.</i> (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</p> <p><i>b. Introduce the topic.</i></p> <p>c. Supply information with detail to develop the topic.</p> <p><i>d. Use grade-appropriate CONJUNCTIONS to develop text structure within sentences.</i></p> <p><i>e. Use grade-appropriate TRANSITIONS to develop text structure across paragraphs.</i></p> <p>f. Provide a concluding section.</p> <p>g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>	<p>Compose informative and/or explanatory texts, using writing and digital resources, to establish a topic and provide information about the topic.</p> <p>(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</p> <p>b. Introduce the topic.</p> <p>c. Supply information with detail to develop the topic.</p> <p>d. Use grade-appropriate conjunctions to develop text structure within sentences.</p> <p>e. Use grade-appropriate transitions to develop text structure across paragraphs.</p> <p>f. Provide a concluding section.</p> <p>g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>	

C.K.3	C.1.3	C.2.3	Priority Standard
<p>Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.</p> <p>(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>b. Recount a single event.</p> <p>c. Include details which describe actions, thoughts, emotions.</p> <p>d. Create a sense of closure. e. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>	<p>Compose NARRATIVES, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences.</p> <p>(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>b. Recount a single event or multiple events, memories or ideas.</p> <p>c. Include details which describe actions, thoughts, emotions.</p> <p>d. Use temporal words and phrases to signal event order. e. Create a sense of closure. f. Develop and strengthen writing as needed by planning, revising and editing.</p>	<p>Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.</p> <p>(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>b. Recount a single event or multiple events, memories or ideas.</p> <p>c. Include details which describe actions, thoughts, emotions.</p> <p>d. Use temporal words and phrases to signal event order. e. Create a sense of closure. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>	

Production and Distribution

C.K.4	C.1.4	C.2.4
With guidance and support from adults, explore a variety of digital resources to create and publish products, including in collaboration with peers.	With guidance and support from adults, <i>use a VARIETY OF DIGITAL RESOURCES to create and publish products, including in collaboration with peers</i>	With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.

Supporting Standard

Research to Build & Present Knowledge

C.K.5	C.1.5	C.2.5
With guidance and support, participate in shared research and writing projects.	With guidance and support, <i>participate in shared RESEARCH and writing projects.</i>	Conduct shared research and writing projects that build knowledge about a topic

Supporting Standard

C.K.6	C.1.6	C.2.6
With guidance and support, collect information from real world experiences or provided sources to answer or generate questions.	With guidance and support, <i>collect information from real-world experiences or provided sources to answer or generate questions.</i>	Collect information from real world experiences or provided sources to answer or generate questions.

Supporting Standard

Range of Writing

* C.7 Begins in grade 3

Supporting Standard

Language

CONVENTIONS OF STANDARD ENGLISH

L.K.1	L.1.1	L.2.1
<p>When writing or speaking, demonstrate appropriate use of:</p> <ul style="list-style-type: none"> a. common nouns and verbs. b. regular plural nouns by adding /s/ or /es/. c. interrogative sentences using who, what, where, when, why and how. d. sentences using common prepositions. e. complete sentences. 	<p>When writing or speaking, demonstrate appropriate use of:</p> <ul style="list-style-type: none"> a. COMMON, PROPER AND POSSESSIVE NOUNS in a sentence. b. SINGULAR AND PLURAL NOUNS WITH MATCHING VERBS in basic sentences. c. PERSONAL, POSSESSIVE AND INDEFINITE PRONOUNS in a sentence. d. VERBS TO CONVEY A SENSE OF PAST, PRESENT AND FUTURE in a sentence. e. FREQUENTLY OCCURRING ADJECTIVES in a sentence. f. FREQUENTLY OCCURRING CONJUNCTIONS in a sentence. g. FREQUENTLY OCCURRING PREPOSITIONS in a sentence. h. DECLARATIVE, INTERROGATIVE, IMPERATIVE AND EXCLAMATORY SENTENCES in response to prompts. 	<p>In writing or speaking, demonstrate appropriate use of:</p> <ul style="list-style-type: none"> a. collective nouns. b. frequently occurring irregular nouns. c. reflexive pronouns. d. past tense of frequently occurring irregular verbs. e. adjectives and adverbs in sentence formation. f. producing, expanding, and rearranging complete simple and compound sentences.

Supporting Standard

			Priority Standard
L.K.2	L.1.2	K.2.2	
<p>When writing:</p> <p>a. Capitalize the first word in a sentence and the pronoun I.</p> <p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short vowel sounds.</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p><i>When writing:</i></p> <p>a. Capitalize PROPER NOUNS, including but not limited to DATES AND NAMES OF PEOPLE.</p> <p>b. Demonstrate appropriate use of END PUNCTUATION.</p> <p>c. With prompting and support, produce and write COMMAS IN DATES AND TO SEPARATE SINGLE WORDS IN A SERIES.</p> <p>d. Use conventional spelling for words with COMMON SPELLING PATTERNS and for FREQUENTLY OCCURRING IRREGULAR WORDS.</p> <p>e. Spell untaught words phonetically, drawing on PHONEMIC AWARENESS AND SPELLING CONVENTIONS.</p>	<p>When writing:</p> <p>a. Capitalize proper nouns, including but not limited to dates and names of people.</p> <p>b. Demonstrate appropriate use of end punctuation.</p> <p>c. With prompting and support, produce and write commas in dates and to separate single words in a series.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	
KNOWLEDGE OF LANGUAGE			
*L.3 (Begins in grade 2)			Supporting Standard
VOCABULARY ACQUISITION AND USE			
L.K.4	L.1.4	L.2.4	Supporting Standard
Determine or clarify the meaning of unknown and multiple	<i>Determine or clarify the meaning of unknown and</i>	Determine or clarify the meaning of unknown and multiple	

<p>meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify homophones.</p> <p>b. Identify common affixes and how they change the meaning of a word.</p> <p>c. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p><i>multiple-meaning words and phrases</i> based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use SENTENCE-LEVEL CONTEXT as a clue to the meaning of a word or phrase.</p> <p><i>b. Identify COMMON AFFIXES and how they change the meaning of a word.</i></p> <p>c. With guidance and support, <i>identify frequently occurring ROOT WORDS and their inflectional forms.</i></p> <p>d. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring CONJUNCTIONS to signal simple relationships.</p>	<p>meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify homophones.</p> <p>b. Identify common affixes and how they change the meaning of a word.</p> <p>c. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>Supporting Standard</p>
<p style="text-align: center;">L.K.5</p> <p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate an understanding of verbs and</p>	<p style="text-align: center;">L.1.5</p> <p>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories to classify relationships and to gain a sense of the concepts the categories represent.</p> <p>b. Define words by category</p>	<p style="text-align: center;">L.2.5</p> <p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Demonstrate understanding of words by relating them to their synonyms and antonyms. b. Distinguish the shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g.,</p>	

adjectives and their antonyms. c. Demonstrate an understanding of verbs and adjectives and their synonyms.

and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
 c. **Demonstrate understanding of words by relating them to their SYNONYMS and ANTONYMS.**
 d. **Define or act out the shades of meaning among verbs** (e.g., look, peek, glance) and **adjectives differing in intensity** (e.g., large, gigantic).

thin, slender).

Handwriting

HW.K.1	HW.1.1	HW.2.1
Print all upper and lowercase letters and numerals.	Legibly print all upper- and lowercase letters and numerals with correct form	Introduce formation of all upper and lowercase cursive letters.

Supporting Standard

Interdisciplinary Literacy Practices

The ten interdisciplinary literacy practices are further clarified by possible teacher and student actions. These actions do not define curriculum, but rather they demonstrate how teachers can provide opportunities for students to experience the literacy practices and how students will apply these practices, so they may become an innate part of life across the disciplines and beyond school.

1

Recognize that text is anything that communicates a message.

2

Employ, develop, and refine schema to understand and create text.

3

View literacy experiences as transactional, interdisciplinary, and transformational.

4	<i>Utilize receptive and expressive language arts to better understand self, others and the world.</i>
5	<i>Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.</i>
6	<i>Collaborate with others to create new meaning.</i>
7	<i>Utilize digital resources to learn and share with others.</i>
8	<i>Engage in specialized, discipline-specific literacy practices.</i>
9	<i>Apply high-level cognitive processes to think deeply and critically about text.</i>
10	<i>Develop a literacy identity that promotes lifelong learning.</i>