

Kentucky Academic Standards for
Reading and Writing
Unit Level Standards Alignment
Core Knowledge Language Arts

A Correlation of CKLA, Kindergarten to the Kentucky Academic Standards for Reading and Writing

Kindergarten	
Kentucky Academic Standards for Reading and Writing	Core Knowledge Language Arts
Reading Foundational Skills - Kindergarten	
Print Concepts	
RF.K.1 Demonstrate understanding of the organization and basic features of print to aid in comprehension.	Skills: TG U1 TG U2 TG U5 TG U9 TG U10
RF.K.1.a Follow words from left to right, top to bottom and page by page.	Skills: TG U1 TG U2 TG U4 TG U5 TG U6 TG U7 TG U8 TG U9 TG U10
RF.K.1.b Recognize that spoken words are represented in written language	Skills:

by specific sequences of letters.	TG U1 TG U2 TG U4 TG U5 TG U6 TG U7 TG U8 TG U9 TG U10
RF.K.1.c Recognize that words are separated by spaces in print.	Skills: TG U4 TG U5 TG U6 TG U7 TG U8 TG U9 TG U10
RF.K.1.d Recognize and name all upper- and lowercase letters of the alphabet.	Skills: TG U6 TG U7 TG U8 TG U9 TG U10
Phonological Awareness	
RF.K.2 Demonstrate understanding of spoken words, syllables and sounds (phonemes).	Skills: TG U1 TG U2 TG U3 TG U10

	Knowledge: TG D1 TG D7
RF.K.2.a Recognize and orally produce rhyming words.	Skills: TG U6 TG U8 Knowledge: TG D1 TG D7
RF.K.2.b Count, pronounce, blend and segment syllables in spoken words.	Skills: TG U2 TG U10
RF.K.2.c Blend and segment onsets and rimes of single-syllable spoken words.	Skills: TG U2 TG U3 TG U4 TG U5 TG U6
RF.K.2.d Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme words.	Skills: TG U2 TG U3 TG U4 TG U5 TG U7 TG U8 TG U9
RF.K.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Skills: TG U2

	TG U3 TG U4 TG U7 TG U8
Phonics and Word Recognition	
RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Skills: TG U3 TG U4 TG U5 TG U6 TG U7 TG U8 TG U9 TG U10
RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.	Skills: TG U3 TG U4 TG U5 TG U6 TG U7 TG U8 TG U9 TG U10
RF.K.3.b Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	Skills: TG U3 TG U4 TG U5 TG U6 TG U7

	TG U8 TG U9 TG U10
RF.K.3.c Read common high-frequency words by sight.	Skills: TG U3 TG U4 TG U5 TG U6 TG U7 TG U8 TG U9 TG U10
RF.K.3.d Orally distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Skills: TG U3 TG U4 TG U5 TG U6 TG U7 TG U8 TG U9 TG U10
Fluency	
RF.K.4 Read fluently (accuracy, speed, and prosody) on grade-level to support comprehension.	Skills: TG U6 TG U7 TG U8 TG U9 TG U10

RF.K.4.a Read emergent-reader texts with purpose and understanding.	Skills: TG U5 TG U6 TG U7 TG U8 TG U9 TG U10
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Reading Standards for Literature - Kindergarten	
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.	Skills: TG U6 TG U7 TG U8 TG U9 TG U10 Knowledge: TG D1 TG D3 TG D4 TG D5 TG D6 TG D7 TG D8 TG D10
RL.K.2 With prompting and support, orally recognize key details from a summary to demonstrate understanding of the lesson learned in the story.	Knowledge: TG D1

	TG D3 TG D4 TG D5 TG D7 TG D8 TG D10 TG D12
RL.K.3 With prompting and support, identify characters, settings and major events in a story in order to make meaning of the story development.	Skills: TG U6 TG U8 TG U9 Knowledge: TG D1 TG D3 TG D4 TG D5 TG D6 TG D7 TG D8 TG D10 TG D12
Craft and Structure	
RL.K.4 With prompting and support, identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Knowledge: TG D1 TG D2 TG D4 TG D5 TG D8

RL.K.5 Recognize common structures of poems, stories and dramas.	Knowledge: TG D1 TG D3 TG D4 TG D5 TG D7 TG D8 TG D10
RL.K.6 With prompting and support, identify the author and illustrator of a story and explain how each tells the story.	Knowledge: TG D3 TG D7 TG D8
Integration of Knowledge and Ideas	
RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear.	Skills: TG U6 TG U7 TG U8 TG U9 TG U10 Knowledge: TG D1 TG D3 TG D5 TG D6 TG D7 TG D8 TG D10

RL.K.8	(Not applicable to literature)
RL.K.9 With prompting and support, compare/contrast the adventures and experiences of characters in stories.	Knowledge: TG D1 TG D3 TG D5 TG D7
Range of Reading and Level of Text Complexity	
RL.K.10 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.	Skills: TG U6 TG U7 TG U8 TG U9 TG U10 Knowledge: TG D1 TG D3 TG D4 TG D5 TG D6 TG D7 TG D8 TG D10

Reading Standards for Informational Text - Kindergarten
Key Ideas and Details

RI.K.1 With prompting and support, ask and answer explicit questions about key concepts and details, and make logical inferences to construct meaning from the text.	Knowledge: TG D2 TG D4 TG D5 TG D6 TG D7 TG D8 TG D9 TG D10 TG D11 TG D12
RI.K.2 With prompting and support, orally recognize key details from a summary to demonstrate understanding of the central idea of a text.	Knowledge: TG D2 TG D4 TG D5 TG D6 TG D7 TG D8 TG D9 TG D10 TG D11 TG D12
RI.K.3 With prompting and support, identify the individuals, events, ideas, or pieces of information presented over the course of a text.	Knowledge: TG D2 TG D4 TG D5 TG D6 TG D7 TG D8 TG D9 TG D10

	TG D11 TG D12
Craft and Structure	
RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.	Knowledge: TG D2 TG D4 TG D5 TG D6 TG D7 TG D8 TG D10 TG D11 TG D12
RI.K.5 Identify the front cover, back cover and title page of a book.	Knowledge: TG D8 TG D10 TG D11
RI.K.6 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.	Knowledge: TG D3 TG D7 TG D10 TG D11
Integration of Knowledge and Ideas	
RI.K.7 With prompting and support, describe the relationship between visuals and the text.	Knowledge: TG D2 TG D4 TG D5

	TG D6 TG D7 TG D8 TG D9 TG D10 TG D11 TG D12
RI.K.8 With prompting and support, identify the claim and the reasons an author gives to support claims in a text.	Knowledge: TG D6 TG D8 TG D9 TG D10 TG D12
RI.K.9 With prompting and support, identify information from two or more texts on similar themes or topics.	Knowledge: TG D2 TG D4 TG D6 TG D8 TG D10
Range of Reading and Level of Text Complexity	
RI.K.10 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 informational texts.	Knowledge: TG D2 TG D4 TG D5 TG D6 TG D7 TG D8 TG D9 TG D10

	TG D11 TG D12
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Handwriting - Kindergarten	
HW.K.1 Print all upper and lowercase letters and numerals.	Skills: TG U3 TG U4 TG U5 TG U6 TG U7 TG U8 TG U9 TG U10

Composition – Kindergarten	
Text Types and Purposes	
C.K.1 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 <u>every</u> writing experience must utilize those digital resources.)	Knowledge: TG D3 TG D11 TG D12
C.K.1.a With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.	Knowledge: TG D3 TG D12

C.K.1.b Introduce the topic.	
C.K.1.c Provide reasons with details to support the opinion.	Knowledge: TG D3
C.K.1.d Use grade-appropriate transitions.	
C.K.1.e Provide a concluding idea.	
C.K.1.f With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	Knowledge: TG D12
C.K.2 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 <u>every</u> writing experience must utilize those digital resources.)	Knowledge: TG D2 TG D4 TG D5 TG D6 TG D8 TG D9 TG D10 TG D11 TG D12
C.K.2.a With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.	Knowledge: TG D2 TG D4 TG D5 TG D6 TG D8

	TG D9 TG D10 TG D11 TG D12
C.K.2.b Introduce the topic.	
C.K.2.c Supply information to develop the topic.	Knowledge: TG D4 TG D5 TG D6 TG D8 TG D10
C.K.2.d Use grade-appropriate conjunctions to develop text structure within sentences.	
C.K.2.e Use grade-appropriate transitions to develop text structure across paragraphs.	
C.K.2.f Provide a concluding idea.	
C.K.2.g With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	Knowledge: TG D6 TG D11 TG D12
C.K.3 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.	Skills: TG U9 TG U10

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)	Knowledge: TG D1 TG D2 TG D3 TG D4 TG D5 TG U6 TG D7 TG D8 TG D9 TG D10 TG D11 TG D12
C.K.3.a With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	Skills: TG U9 TG U10 Knowledge: TG D1 TG D2 TG D3 TG D4 TG D5 TG U6 TG D7 TG D8 TG D9 TG D10 TG D11 TG D12
C.K.3.b Recount a single event.	Skills:

	TG U9 TG D10 Knowledge: TG D3 TG D9 TG D11
C.K.3.c Include details which describe actions, thoughts, emotions.	Knowledge: TG D6 TG D9 TG D11
C.K.3.d Create a sense of closure.	Knowledge: TG D7
C.K.3.e With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	Knowledge: TG D6 TG D7 TG D12
Production and Distribution	
C.K.4 With guidance and support from adults, explore a variety of digital resources to create and publish products, including in collaboration with peers.	Knowledge: TG D8 TG D11 TG D12
Research to Build and Present Knowledge	
C.K.5 With guidance and support, participate in shared research and writing projects.	Knowledge: TG D2 TG D3

	TG D6 TG D8 TG D10 TG D11
C.K.6 With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.	Knowledge: TG D1 TG D3 TG D4 TG D6 TG D7 TG D9 TG D10 TG D11
Range of Writing	
C.K.7	(Begins in grade 3)

Language – Kindergarten	
Conventions of Standard English	
L.K.1 When writing or speaking, demonstrate appropriate use of:	
L.K.1.a common nouns and verbs.	Knowledge: TG D1 TG D2 TG D5 TG D8 TG D11

	TG D12
L.K.1.b regular plural nouns by orally adding /s/ or /es/.	Skills: TG U6
L.K.1.c interrogative sentences using who, what, where, when, why and how.	Skills: TG U6 TG U7 TG U8 TG U9 TG U10 Knowledge: TG D6 TG D8 TG D9 TG D10 TG D11
L.K.1.d sentences using common prepositions.	Skills: TG U1 TG U2 TG U3 TG U4 TG U6 TG U7 TG U8 TG U9
L.K.1.e complete sentences.	Skills: TG U6 TG U7 TG U8 TG U9

	TG U10 Knowledge: TG D1 TG D3 TG D7
L.K.2 When writing:	
L.K.2.a Capitalize the first word in a sentence and the pronoun I.	Skills: TG U5 TG U6 TG U7 TG U9 TG U10
L.K.2.b Recognize and name end punctuation.	Skills: TG U5 TG U6 TG U7 TG U8 TG U9 TG U10
L.K.2.c Write a letter or letters for most consonant and short-vowel sounds.	Skills: TG U3 TG U4 TG U5 TG U6 TG U7 TG U8 TG U9 TG U10

L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	Skills: TG U3 TG U4 TG U5 TG U6 TG U7 TG U8 TG U9 TG U10
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 kindergarten reading and content.	Skills: TG U6 TG U8 TG U9 TG U10 Knowledge: TG D1 TG D2 TG D3 TG D4 TG D5 TG D6 TG D7 TG D8 TG D9

	TG D10 TG D11 TG D12
L.K.4.a Identify homophones.	
L.K.4.b Identify common affixes and how they change the meaning of a word.	Skills: TG U8
L.K.4.c Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Skills: TG U9 Knowledge: TG D1 TG D2 TG D3 TG D4 TG D5 TG D6 TG D7 TG D8 TG D9 TG D11 TG D12
L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.	Skills: TG U7 TG U9 TG U10 Knowledge: TG D1 TG D2 TG D3

	TG D5 TG D6 TG D7 TG D8 TG D9 TG D10 TG D11 TG D12
L.K.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	Knowledge: TG D2 TG D6 TG D7 TG D8
L.K.5.b Demonstrate an understanding of verbs and adjectives and their antonyms.	Skills: TG U6 TG U7 Knowledge: TG D2 TG D6 TG D7 TG D8 TG D9 TG D10 TG D11 TG D12
L.K.5.c Demonstrate an understanding of verbs and adjectives and their synonyms.	Knowledge: TG D2 TG D10

Grade 1	
Kentucky Academic Standards for Reading and Writing	Core Knowledge Language Arts
Reading Foundational Skills - Grade 1	
Print Concepts	
RF.1.1 Demonstrate understanding of the organization and basic features of print to aid in comprehension.	Skills: TG U2 TG U3 TG U5 TG U6
RF.1.1.a Recognize the distinguishing features of a sentence including first word, capitalization, spacing and ending punctuation.	Skills: TG U1 TG U2 TG U3 TG U4 TG U5 TG U6 Knowledge: TG D7
Phonological Awareness	
RF.1.2 Demonstrate understanding of spoken words, syllables and sounds (phonemes).	Skills: TG U2 TG U3 TG U4 TG U5

	TG U6
RF.1.2.a Distinguish long from short vowel sounds in spoken single-syllable words.	Skills: TG U2 TG U5
RF.1.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	Skills: TG U1 TG U2 TG U3 TG U4 TG U5
RF.1.2.c Construct and deconstruct spoken single syllable words into initial, medial vowel and final sounds (phonemes).	Skills: TG U1 TG U2 TG U3 TG U4 TG U5
Phonics and Word Recognition	
RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Skills: TG U1 TG U2 TG U3 TG U4 TG U5 TG U6 TG U7
RF.1.3.a Know the spelling-sound correspondences for common consonant digraphs	Skills: TG U1 TG U2

	TG U3 TG U4 TG U5 TG U6 TG U7
RF.1.3.b Decode regularly spelled one-syllable words.	Skills: TG U1 TG U2 TG U3 TG U4 TG U5 TG U6 TG U7
RF.1.3.c Know final –e and common vowel team conventions for representing long vowel sounds.	Skills: TG U2 TG U3 TG U4 TG U5 TG U6 TG U7
RF.1.3.d Demonstrate knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	Skills: TG U4 TG U5 TG U6 TG U7
RF.1.3.e With adult support, decode two-syllable words by breaking the words into syllables.	Skills: TG U4 TG U5 TG U6 TG U7

RF.1.3.f Read words with inflectional endings.	Skills: TG U4 TG U5 TG U6 TG U7
RF.1.3.g Recognize and read grade-appropriate irregularly spelled words.	Skills: TG U1 TG U2 TG U3 TG U4 TG U5 TG U6 TG U7
Fluency	
RF.1.4 Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.	Skills: TG U1 TG U2 TG U3 TG U4 TG U5 TG U6 TG U7
RF.1.4.a Read grade-level text with purpose and understanding.	Skills: TG U1 TG U2 TG U3 TG U4 TG U5 TG U6

	TG U7
RF.1.4.b Orally read grade-level text fluently on successive readings.	Skills: TG U1 TG U2 TG U3 TG U4 TG U5 TG U6 TG U7
RF.1.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Skills: TG U3 TG U5 TG U6

Reading Standards for Literature - Grade 1	
Key Ideas and Details	
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.	Skills: TG U1 TG U2 TG U3 TG U5 TG U6 TG U7 Knowledge: TG D1 TG D3

	TG D4 TG D5 TG D6 TG D9 TG D10
RL.1.2 With prompting and support, recognize key details from a summary to demonstrate understanding of the author’s message, lesson learned and/or moral.	Skills: TG U1 TG U2 TG U3 TG U5 TG U7 Knowledge: TG D1 TG D3 TG D4 TG D5 TG D9 TG D10
RL.1.3 Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.	Skills: TG U2 TG U3 TG U5 TG U6 TG U7 Knowledge: TG D1 TG D3 TG D4 TG D5

	TG D9
Craft and Structure	
RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.	Skills: TG U2 TG U3 TG U5 Knowledge: TG D1 TG D5 TG D6 TG D9 TG D10
RL.1.5 Recognize major differences between the structures of poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.	
RL.1.6 With prompting and support, identify who is telling the story at various points in a text.	Skills: TG U1 TG U5 Knowledge: TG D4
Integration of Knowledge and Ideas	
RL.1.7 Use a story's illustrations and details to describe its characters, setting and events.	Skills: TG U1 TG U2 TG U3

	TG U5 TG U6 Knowledge: TG D1 TG D3 TG D4 TG D5 TG D9 TG D10
RL.1.8	(Not applicable to literature)
RL.1.9 Compare/contrast the adventures and experiences of characters in stories.	Skills: TG U7 Knowledge: TG D1 TG D3 TG D9
Range of Reading and Level of Text Complexity	
RL.1.10 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.	Skills: TG U1 TG U2 TG U3 TG U5 Knowledge: TG D1 TG D3 TG D4

	TG D5 TG D6 TG D9 TG D10
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Reading Standards for Informational Text - Grade 1	
Key Ideas and Details	
RI.1.1 With prompting and support, ask and answer explicit questions about key concepts and details, and make and support logical inferences to construct meaning from the text.	Skills: TG U4 Knowledge: TG D2 TG D4 TG D5 TG D6 TG D7 TG D8 TG D10 TG D11
RI.1.2 With prompting and support, recognize key details from a summary to demonstrate understanding of the central idea of a text.	Skills: TG U4 Knowledge: TG D2 TG D4 TG D5 TG D6 TG D7

	TG D8 TG D10 TG D11
RI.1.3 With prompting and support, identify the connection between individuals, events, ideas or pieces of information over the course of a text.	Skills: TG U4 Knowledge: TG D2 TG D4 TG D5 TG D6 TG D7 TG D8 TG D10 TG D11
Craft and Structure	
RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade-level text.	Skills: TG U4 Knowledge: TG D2 TG D4 TG D5 TG D6 TG D7 TG D8 TG D10 TG D11
RI.1.5 Know and use various text features, including but not limited to	Skills:

headings, tables of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus and icons to locate key facts or information in a text.	TG U4 Knowledge: TG D4 TG D7
RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Knowledge: TG D6 TG D7 TG D10
Integration of Knowledge and Ideas	
RI.1.7 Use the visuals and details in a text to describe its key ideas.	Skills: TG U4 Knowledge: TG D2 TG D4 TG D5 TG D6 TG D7 TG D8 TG D10 TG D11
RI.1.8 Identify the claim and the reasons an author gives to support the claim in a text.	Skills: TG U4 Knowledge: TG D6 TG D8 TG D10

	TG D11
RI.1.9 Identify information from two or more texts on similar themes or topics.	Skills: TG U4 Knowledge: TG D2 TG D4 TG D5 TG D6 TG D8 TG D10
Range of Reading and Level of Text Complexity	
RI.1.10 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 informational texts.	Skills: TG U4 Knowledge: TG D2 TG D4 TG D5 TG D6 TG D7 TG D8 TG D10 TG D11

Handwriting - Grade 1	
HW.1.1	Skills:

Legibly print all upper- and lowercase letters and numerals with correct form.	TG U1 TG U4 TG U5
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Composition – Grade 1	
Text Types and Purposes	
C.1.1 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 <u>every</u> writing experience must utilize those digital resources.)	Skills: TG U3 TG U5 TG U6 TG U7 Knowledge: TG D6
C.1.1.a With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.	Skills: TG U5
C.1.1.b Introduce the topic.	Skills: TG U3
C.1.1.c Provide reasons with details to support the opinion.	Skills: TG U3 TG U5 TG U6

	TG U7 Knowledge: TG D6
C.1.1.d Use grade-appropriate transitions.	Skills: TG U3 TG U5 Knowledge: TG D6
C.1.1.e Provide a concluding section.	Skills: TG U5 TG U7
C.1.1.f With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	Skills: TG U3 TG U5
C.1.2 Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and provide 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.)	Skills: TG U3 TG U4 TG U5 TG U7 Knowledge: TG D2 TG D5 TG D6 TG D7 TG D8 TG D10

	TG D11
C.1.2.a With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.	Skills: TG U4 TG U7 Knowledge: TG D2 TG D5 TG D7
C.1.2.b Introduce the topic.	Skills: TG U4 TG U7 Knowledge: TG D2 TG D5 TG D7 TG D10
C.1.2.c Supply information with detail to develop the topic.	Skills: TG U4 Knowledge: TG D6 TG D7 TG D10
C.1.2.d Use grade-appropriate conjunctions to develop text structure within sentences.	
C.1.2.e Use grade-appropriate transitions to develop text structure across	

paragraphs.	
C.1.2.f Provide a concluding section.	Skills: TG U4 TG U7 Knowledge: TG D2 TG D5 TG D7 TG D10
C.1.2.g With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	Skills: TG U4 TG U7 Knowledge: TG D10
C.1.3 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. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)	Skills: TG U3 TG U5 TG U6 Knowledge: TG D1 TG D4 TG D9
C.1.3.a With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	Skills: TG U3 TG U5

	TG U6 Knowledge: TG D1 TG D4 TG D9
C.1.3.b Recount a single event or multiple events, memories or ideas.	Skills: TG U3 TG U6 Knowledge: TG D9
C.1.3.c Include details which describe actions, thoughts, emotions.	Skills: TG U3 TG U6
C.1.3.d Use temporal words and phrases to signal event order.	Skills: TG U3 Knowledge: TG D9
C.1.3.e Create a sense of closure.	Skills: TG U3 TG U6 Knowledge: TG D9
C.1.3.f With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	Skills: TG U3 TG U6

	Knowledge: TG D9
Production and Distribution	
C.1.4 With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.	Skills: TG U4 TG U5 TG U6 Knowledge: TG D7 TG D9 TG D11
Research to Build and Present Knowledge	
C.1.5 With guidance and support, participate in shared research and writing projects.	Skills: TG U5 Knowledge: TG D1 TG D2 TG D3 TG D4 TG D5 TG D6 TG D7 TG D9 TG D10 TG D11

C.1.6 With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.	Skills: TG U4 TG U5 Knowledge: TG D1 TG D3 TG D4 TG D5 TG D6 TG D7 TG D9 TG D10 TG D11
Range of Writing	
C.1.7	(Begins in grade 3)

Language – Grade 1	
Conventions of Standard English	
L.1.1 When writing or speaking, demonstrate appropriate use of :	
L.1.1.a common, proper and possessive nouns in a sentence.	Skills: TG U1 TG U2 TG U4 TG U5

	TG U6 TG U7 Knowledge: TG D6
L.1.1.b singular and plural nouns with matching verbs in basic sentences.	Skills: TG U4 TG U5 TG U6 TG U7
L.1.1.c personal, possessive and indefinite pronouns in a sentence.	Skills: TG U6 Knowledge: TG D4 TG D5
L.1.1.d verbs to convey a sense of past, present and future in a sentence.	Skills: TG U3 TG U4 TG U6 Knowledge: TG D10
L.1.1.e frequently occurring adjectives in a sentence.	Skills: TG U4 TG U5 TG U6
L.1.1.f frequently occurring conjunctions in a sentence.	Skills: TG U7

	Knowledge: TG D6 TG D8 TG D9
L.1.1.g frequently occurring prepositions in a sentence.	Skills: TG U5 TG U6
L.1.1.h declarative, interrogative, imperative and exclamatory sentences in response to prompts.	Skills: TG U3 TG U5 TG U6 TG U7 Knowledge: TG D11
L.1.2 When writing:	
L.1.2.a Capitalize proper nouns, including but not limited to dates and names of people.	Skills: TG U1 TG U2 TG U3 TG U5 TG U6 TG U7
L.1.2.b Demonstrate appropriate use of end punctuation.	Skills: TG U1 TG U2 TG U3 TG U4

	TG U5 TG U6 TG U7
L.1.2.c With prompting and support, produce and write commas in dates and to separate single words in a series.	Skills: TG U1 TG U2 TG U3 TG U5 TG U6 TG U7
L.1.2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	Skills: TG U1 TG U2 TG U3 TG U4 TG U5 TG U6 TG U7
L.1.2.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	Skills: TG U1 TG U2 TG U3 TG U5 TG U6
Knowledge of Language	
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 grade 1 reading and content, choosing flexibly from an array of strategies.

Skills:

TG U2
TG U4
TG U5
TG U6
TG U7

Knowledge:

TG D1
TG D2
TG D3
TG D4
TG D5
TG D6
TG D7
TG D8
TG D9
TG D10
TG D11

L.1.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

Skills:

TG U1
TG U2
TG U5
TG U6
TG U7

Knowledge:

TG D1
TG D2
TG D5

	TG D6 TG D7 TG D8 TG D9 TG D10 TG D11
L.1.4.b Identify common affixes and how they change the meaning of a word.	Skills: TG U5 Knowledge: TG D4 TG D6 TG D7
L.1.4.c With guidance and support, identify frequently occurring root words and their inflectional forms.	Skills: TG U5 TG U7 Knowledge: TG D7
L.1.4.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.	Skills: TG U2 TG U4 TG U5 TG U7 Knowledge: TG D1 TG D2 TG D3 TG D4

	TG D5 TG D6 TG D7 TG D8 TG D9 TG D10 TG D11
L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	Skills: TG U1 TG U4 TG U5 Knowledge: TG D1 TG D3 TG D4 TG D5 TG D6 TG D7 TG D8 TG D9 TG D10 TG D11
L.1.5.a Sort words into categories to classify relationships and to gain a sense of the concepts the categories represent.	Skills: TG U2 TG U4 TG U5 TG U6 Knowledge: TG D1

	TG D4 TG D5 TG D6 TG D7 TG D9 TG D10
L.1.5.b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	Skills: TG U5 Knowledge: TG D4 TG D5 TG D6
L.1.5.c Demonstrate understanding of words by relating them to their synonyms and antonyms.	Knowledge: TG D1 TG D2 TG D3 TG D5 TG D6 TG D8 TG D9 TG D10
L.1.5.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).	Skills: TG U5 Knowledge: TG D5

Grade 2	
Kentucky Academic Standards for Reading and Writing	Core Knowledge Language Arts
Reading Foundational Skills - Grade 2	
Print Concepts	
	No Print Concepts Standard for grade 2.
Phonological Awareness	
	No Phonological Awareness Standard for grade 2.
Phonics and Word Recognition	
RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Skills: TG U1 TG U2 TG U3 TG U4 TG U5
RF.2.3.a Distinguish long and short vowels when reading regularly spelled one-syllable words.	Skills: TG U1 TG U2 TG U3 TG U4 TG U6

RF.2.3.b Know spelling-sound correspondences for additional common vowel teams.	Skills: TG U1 TG U2 TG U3 TG U4 TG U5 TG U6
RF.2.3.c Decode regularly spelled two-syllable words with long vowels.	Skills: TG U1 TG U2 TG U3 TG U4 TG U6
RF.2.3.d Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes.	Skills: TG U1 TG U2 TG U3 TG U5 TG U6 Knowledge: TG D1 TG D2 TG D3 TG D4 TG D5 TG D6 TG D7 TG D8 TG D9 TG D10

	TG D11 TG D12
RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences.	Skills: TG U1 TG U2 TG U3 TG U4 TG U5 TG U6
RF.2.3.f Recognize and read grade-appropriate irregularly spelled words.	Skills: TG U1 TG U2 TG U3 TG U4 TG U5 TG U6
Fluency	
RF.2.4 Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.	Skills: TG U1 TG U2 TG U3 TG U4 TG U5 TG U6
RF.2.4.a Read grade-level text with purpose and understanding.	Skills: TG U1 TG U2 TG U3

	TG U4 TG U5 TG U6
RF.2.4.b Orally read grade-level text fluently on successive readings.	Skills: TG U1 TG U2 TG U3 TG U4 TG U5 TG U6
RF.2.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Skills: TG U1 TG U2 TG U3 TG U4 TG U5 TG U6

Reading Standards for Literature - Grade 2	
Key Ideas and Details	
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.	Skills: TG U1 TG U2 TG U4 TG U5 Knowledge:

	TG D1 TG D2 TG D3 TG D4 TG D6
RL.2.2 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.	Skills: TG U1 TG U2 TG U4 Knowledge: TG D1 TG D2 TG D3 TG D4
RL.2.3 Describe how characters in a story respond to major events and challenges in order to make meaning of the story development.	Skills: TG U1 TG U2 TG U4 TG U5 Knowledge: TG D1 TG D2 TG D3 TG D4
Craft and Structure	
RL.2.4 Describe how words and phrases, including but not limited to regular beats, alliteration, rhymes and/or repeated lines, supply rhythm	Knowledge: TG D6

and shape meaning in a story, poem or song.	TG D7 TG D12
RL.2.5 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.	Skills: TG U1 TG U2 TG U4 TG U5 Knowledge: TG D3 TG D4
RL.2.6 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.	Knowledge: TG D1 TG D2 TG D3
Integration of Knowledge and Ideas	
RL.2.7 Use a story's illustrations and words in print/non-print texts to demonstrate understanding of characters, setting and plot.	Skills: TG U1 TG U2 TG U4 TG U5 Knowledge: TG D1 TG D2 TG D3 TG D4
RL.2.8	(Not applicable to literature)

RL.2.9 Compare/contrast two or more versions of the same story by different authors or from different cultures.	Knowledge: TG D1
Range of Reading and Level of Text Complexity	
RL.2.10 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.	Skills: TG U1 TG U2 Knowledge: TG D1 TG D2 TG D3 TG D4 TG D6

Reading Standards for Informational Text - Grade 2	
Key Ideas and Details	
RI.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.	Skills: TG U3 Knowledge: TG D2 TG D3 TG D5 TG D6 TG D7 TG D8 TG D9

	TG D10 TG D11 TG D12
RI.2.2 Identify implicit and explicit information from a summary to determine the central idea of a text.	Skills: TG U3 TG U6 Knowledge: TG D2 TG D3 TG D5 TG D6 TG D7 TG D8 TG D9 TG D10 TG D11 TG D12
RI.2.3 Describe the connection between individuals, historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.	Skills: TG U6 Knowledge: TG D2 TG D3 TG D5 TG D6 TG D7 TG D8 TG D9 TG D10 TG D11

	TG D12
Craft and Structure	
RI.2.4 Determine the meaning of general academic words and phrases and how those words and phrases shape meaning in a grade-level text.	Skills: TG U3 TG U6 Knowledge: TG D3 TG D5 TG D6 TG D7 TG D8 TG D9 TG D10 TG D11 TG D12
RI.2.5 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.	Knowledge: TG D2 TG D6 TG D7 TG D8 TG D9 TG D12
RI.2.6 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.	Skills: TG U6 Knowledge: TG D6 TG D7

	TG D8 TG D9 TG D10 TG D11 TG D12
Integration of Knowledge and Ideas	
RI.2.7 Identify information gained from visuals and words in the text, and explain how that information contributes to understanding of the text.	Skills: TG U3 TG U6 Knowledge: TG D2 TG D3 TG D5 TG D6 TG D7 TG D8 TG D9 TG D10 TG D11 TG D12
RI.2.8 Describe how reasons support specific claims the author makes in a text.	Skills: TG U6 Knowledge: TG D3 TG D6 TG D8 TG D9

	TG D11 TG D12
RI.2.9 Describe the relationship between information from two or more texts on the same theme or topic.	Knowledge: TG D2 TG D3 TG D5 TG D6 TG D7 TG D8 TG D9 TG D11 TG D12
Range of Reading and Level of Text Complexity	
RI.2.10 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 informational texts independently and proficiently.	Skills: TG U3 TG U6 Knowledge: TG D2 TG D3 TG D5 TG D6 TG D7 TG D8 TG D9 TG D11 TG D12

Handwriting - Grade 2

HW.2.1

Introduce formation of all upper- and lowercase cursive letters.

Composition – Grade 2

Text Types and Purposes

C.2.1 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.)

Skills:

TG U2

TG U4

Knowledge:

TG D3

TG D5

C.2.1.a With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.

Skills:

TG U2

TG U4

C.2.1.b Introduce the topic, followed by opinion statement, and create an organizational structure.

Skills:

TG U2

TG U4

Knowledge:

TG D5

C.2.1.c Provide reasons with details to support the opinion.	Skills: TG U2 TG U4 Knowledge: TG D3
C.2.1.d Use grade-appropriate transitions.	Skills: TG U2 Knowledge: TG D5
C.2.1.e Provide a concluding section.	Skills: TG U4 Knowledge: TG D5
C.2.1.f With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	Skills: TG U4 Knowledge: TG D5
C.2.2 Compose informative and/or explanatory texts, using writing and digital resources, to establish a topic and provide 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.)	Skills: TG U1 TG U6 Knowledge: TG D2 TG D5 TG D6 TG D7

	TG D8 TG D10 TG D11
C.2.2.a With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.	Skills: TG U1 TG U6 Knowledge: TG D6 TG D8
C.2.2.b Introduce the topic.	Skills: TG U6 Knowledge: TG D6
C.2.2.c Supply information with detail to develop the topic.	Skills: TG U6 Knowledge: TG D6
C.2.2.d Use grade-appropriate conjunctions to develop text structure within sentences.	
C.2.2.e Use grade-appropriate transitions to develop text structure across paragraphs.	Knowledge: TG D6
C.2.2.f Provide a concluding section.	Skills: TG U6

	Knowledge: TG D6
C.2.2.g With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	Skills: TG U6
C.2.3 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. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)	Skills: TG U1 TG U2 TG U3 TG U4 TG U5 Knowledge: TG D1 TG D2 TG D3 TG D4 TG D6 TG D7 TG D8 TG D9 TG D11
C.2.3.a With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	Skills: TG U1 TG U2 TG U3 TG U4 TG U5 Knowledge: TG D1

	TG D2 TG D3 TG D4 TG D6 TG D7 TG D8 TG D9 TG D11
C.2.3.b Recount a single event or multiple events, memories or ideas.	Skills: TG U2 TG U3 TG U5 Knowledge: TG D3 TG D4 TG D8
C.2.3.c Include details which describe actions, thoughts, emotions.	Skills: TG U2 TG U3 Knowledge: TG D3 TG D8
C.2.3.d Use temporal words and phrases to signal event order.	Skills: TG U2
C.2.3.e Create a sense of closure.	Skills: TG U2 TG U3

	Knowledge: TG D3 TG D4
C.2.3.f With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	Skills: TG U2 TG U3 TG U5 Knowledge: TG D3 TG D4
Production and Distribution	
C.2.4 With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.	Skills: TG U2 TG U3 Knowledge: TG D3 TG D4 TG D8 TG D10 TG D12
Research to Build and Present Knowledge	
C.2.5 Conduct shared research and writing projects that build knowledge about a topic.	Knowledge: TG D1 TG D2 TG D3 TG D4

	TG D5 TG D6 TG D8 TG D10 TG D11 TG D12
C.2.6 Collect information from real-world experiences or provided sources to answer or generate questions.	Skills: TG U2 TG U3 Knowledge: TG D1 TG D2 TG D3 TG D4 TG D5 TG D6 TG D7 TG D8 TG D11 TG D12
Range of Writing	
C.2.7	(Begins in grade 3)

Language – Grade 2
Conventions of Standard English

L.2.1 In writing or speaking, demonstrate appropriate use of:	
L.2.1.a collective nouns.	Skills: TG U4 TG U5
L.2.1.b frequently occurring irregular nouns.	Skills: TG U4 TG U5 Knowledge: TG D2
L.2.1.c reflexive pronouns.	Skills: TG U5
L.2.1.d past tense of frequently occurring irregular verbs.	Skills: TG U1 TG U2 TG U4 TG U5 TG U6 Knowledge: TG D2
L.2.1.e adjectives and adverbs in sentence formation.	Skills: TG U4 TG U5 TG U6 Knowledge: TG D4 TG D8

	TG D10
L.2.1.f producing, expanding and rearranging complete simple and compound sentences.	Skills: TG U1 TG U2 TG U3 TG U4 TG U6
L.2.2 When writing:	
L.2.2.a Capitalize proper nouns, including but not limited to holidays, product names and geographic names.	Skills: TG U4 TG U5
L.2.2.b Demonstrate appropriate use of commas in varied communication formats (e.g., letter, email, blog).	Skills: TG U4
L.2.2.c Use apostrophe to form contractions and possessives.	Skills: TG U2 TG U5
L.2.2.d Generalize spelling patterns.	Skills: TG U1 TG U2 TG U3 TG U4 TG U5 TG U6
L.2.2.e Use reference materials to self-check and correct spelling.	Skills: TG U5 TG U6

Knowledge of Language	
L.2.3 Use knowledge of language and its conventions when writing, speaking, reading or listening.	Skills: TG U1 TG U2 TG U3 TG U4 TG U5 TG U6 Knowledge: TG D1 TG D2 TG D3 TG D4 TG D5 TG D6 TG D7 TG D8 TG D9 TG D10 TG D11 TG D12
L.2.3.a Compare formal and informal uses of English.	Skills: TG U3 Knowledge: TG D9 TG D11
Vocabulary Acquisition and Use	

L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	Skills: TG U1 TG U2 TG U3 TG U4 TG U5 TG U6 Knowledge: TG D1 TG D2 TG D3 TG D4 TG D5 TG D6 TG D7 TG D8 TG D9 TG D10 TG D11 TG D12
L.2.4.a Use sentence-level context as a clue to the meaning of a word or phrase.	Skills: TG U1 TG U3 TG U4 TG U6 Knowledge: TG D1 TG D3 TG D4 TG D5

	TG D7 TG D8 TG D9 TG D10 TG D11
L.2.4.b Determine the meaning of the new word formed when a known prefix is added to a known word	Knowledge: TG D1 TG D2 TG D3 TG D4 TG D7 TG D11
L.2.4.c Use a known root word as a clue to the meaning of an unknown word with the same root.	Knowledge: TG D2 TG D4 TG D5 TG D8 TG D9 TG D11 TG D12
L.2.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words.	Skills: TG U1 Knowledge: TG D6 TG D10 TG D12
L.2.4.e Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.	Skills: TG U5 TG U6

L.2.4.f Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.	Skills: TG U1 TG U5 TG U6 Knowledge: TG D1 TG D2 TG D3 TG D4 TG D5 TG D6 TG D7 TG D8 TG D9 TG D10 TG D11 TG D12
L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.	Skills: TG U1 TG U2 TG U3 TG U6 Knowledge: TG D1 TG D2 TG D3 TG D4 TG D5 TG D6 TG D7

	TG D8 TG D9 TG D10 TG D11 TG D12
L.2.5.a Demonstrate understanding of words by relating them to their synonyms and antonyms.	Knowledge: TG D1 TG D2 TG D3 TG D4 TG D5 TG D7 TG D8 TG D9 TG D11 TG D12
L.2.5.b Distinguish the shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender).	Skills: TG U2 TG U3 Knowledge: TG D2 TG D3 TG D12

Grade 3	
Kentucky Academic Standards for Reading and Writing	Core Knowledge Language Arts
Reading Foundational Skills - Grade 3	
Print Concepts	
	No Print Concepts Standard 1 for grade 3.
Phonological Awareness	
	No Phonological Awareness Standard for grade 3.
Phonics and Word Recognition	
RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	TG U1 TG U2 TG U6 TG U7 TG U8 TG U10 TG U11
RF.3.3.a Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes, including Latin suffixes.	TG U2 TG U3 TG U4 TG U5 TG U6 TG U7

	TG U8 TG U9 TG U10 TG U11
RF.3.3.b Decode multisyllabic words.	TG U1 TG U6 TG U7 TG U10
RF.3.3.c Read grade-appropriate irregularly spelled words.	TG U4 TG U5 TG U11
Fluency	
RF.3.4 Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.	TG U2 TG U4 TG U5 TG U6 TG U7 TG U8 TG U9 TG U10
RF.3.4.a Read grade-level text with purpose and understanding.	TG U2 TG U4 TG U5 TG U6 TG U7 TG U8 TG U9 TG U10

	TG U11
RF.3.4.b Fluently read grade-level prose and poetry orally on successive readings.	TG U2 TG U5 TG U6 TG U7 TG U8 TG U10
RF.3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	TG U2 TG U5 TG U6 TG U7 TG U9 TG U10 TG U11

Reading Standards for Literature - Grade 3	
Key Ideas and Details	
RL.3.1 Ask and answer questions, and make and support logical inferences to construct meaning from the text.	TG U1 TG U3 TG U4 TG U5 TG U6 TG U7 TG U8 TG U10
RL.3.2 Identify and cite relevant implicit and explicit information from a	TG U1

summary to determine the theme, lesson learned and/or moral, including but not limited to fables, folktales and myths from diverse cultures.	TG U4 TG U5 TG U6 TG U10
RL.3.3 Describe characters in a story, including but not limited to their traits, motivations, actions or feelings, and how they affect the plot.	TG U1 TG U4 TG U5 TG U6 TG U7 TG U8 TG U10
Craft and Structure	
RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including but not limited to idioms and hyperboles, and describe how those words and phrases shape meaning.	TG U1 TG U4 TG U5 TG U6 TG U8 TG U10
RL.3.5 Describe and provide evidence for 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.	TG U4 TG U6
RL.3.6 Distinguish their own perspective from that of the narrator or those of the characters, and describe how various perspectives shape the content of the text.	TG U1 TG U4
Integration of Knowledge and Ideas	
RL.3.7 Explain how the specific aspects of a text's illustrations contribute to	TG U6

an effect, including but not limited to creating mood, character and setting.	TG U8 TG U10
RL.3.8	(Not applicable to literature)
RL.3.9 Compare/contrast the themes, settings and plots of stories written by the same author about the same or similar characters.	TG U1 TG U4 TG U6
Range of Reading and Level of Text Complexity	
RL.3.10 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.	TG U4 TG U6 TG U7 TG U8 TG U9 TG U10

Reading Standards for Informational Text - Grade 3	
Key Ideas and Details	
RI.3.1 Ask and answer questions, and make and support logical inferences in order to construct meaning from the text.	TG U2 TG U3 TG U4 TG U5 TG U7 TG U8 TG U9 TG U10 TG U11

RI.3.2 Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.	TG U2 TG U3 TG U4 TG U5 TG U7 TG U8 TG U9 TG U10 TG U11
RI.3.3 Describe the relationship between individuals, a series of historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.	TG U2 TG U3 TG U4 TG U5 TG U7 TG U8 TG U9 TG U10 TG U11
Craft and Structure	
RI.3.4 Determine the meaning of general academic words and phrases in a grade-level text, and describe how those words and phrases shape meaning.	TG U2 TG U3 TG U4 TG U5 TG U7 TG U8 TG U9 TG U10 TG U11
RI.3.5 Identify and describe informational text structures, including	TG U2

comparison, cause/effect and problem/ solution structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.	TG U5 TG U7 TG U8 TG U9 TG U10
RI.3.6 Distinguish their own perspective from that of the author of a text, and describe how various perspectives shape the content and style of a text.	TG U2 TG U4 TG U9 TG U11
Integration of Knowledge and Ideas	
RI.3.7 Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text.	TG U2 TG U4 TG U5 TG U8
RI.3.8 Describe how reasons and evidence support specific claims the author makes in a text.	TG U2 TG U3 TG U4 TG U5 TG U7 TG U8 TG U9 TG U10 TG U11
RI.3.9 Explain the relationship between information from two or more texts on the same theme or topic.	TG U2 TG U4 TG U5 TG U7 TG U8

	TG U9 TG U10
Range of Reading and Level of Text Complexity	
RI.3.10 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 informational texts independently and proficiently.	TG U2 TG U3 TG U4 TG U5 TG U7 TG U9 TG U10 TG U11

Handwriting - Grade 3	
HW.3.1 Legibly form cursive letters, words, and sentences with accepted norms.	TG U1

Composition – Grade 3	
Text Types and Purposes	
C.3.1 Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.	TG U1 TG U2

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)	TG U4 TG U6 TG U7 TG U9
C.3.1.a With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	TG U1 TG U2 TG U4 TG U6 TG U7 TG U9
C.3.1.b Introduce the topic, followed by opinion statement, and create an organizational structure.	TG U1 TG U4 TG U6 TG U9
C.3.1.c Provide reasons with elaborate details to support the opinion.	TG U1 TG U2 TG U4 TG U6 TG U7 TG U9
C.3.1.d Use grade-appropriate transitions.	TG U1 TG U6 TG U9
C.3.1.e Provide a concluding section.	TG U1 TG U4 TG U6 TG U9
C.3.1.f With guidance and support from peers and adults, develop and	TG U1

strengthen writing as needed by planning, revising and editing.	TG U2 TG U4 TG U6 TG U7 TG U9
C.3.2 Compose informative and/ or explanatory texts, using writing and digital resources, to examine a topic and provide information. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)	TG U2 TG U3 TG U5 TG U6 TG U7
C.3.2.a With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	TG U2 TG U3 TG U5 TG U6 TG U7
C.3.2.b Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	TG U1 TG U2 TG U3 TG U5 TG U6 TG U7 TG U11
C.3.2.c Develop the topic with facts, definitions and details.	TG U2 TG U5 TG U6 TG U7 TG U11
C.3.2.d Use grade-appropriate conjunctions to develop text structure within sentences.	TG U5 TG U7

C.3.2.e Use grade-appropriate transitions to develop text structure across paragraphs.	TG U5 TG U7
C.3.2.f Provide a concluding section.	TG U2 TG U3 TG U5 TG U6 TG U7
C.3.2.g With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	TG U2 TG U3 TG U5 TG U6 TG U7
C.3.3 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. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)	TG U1 TG U5 TG U6 TG U7 TG U10
C.3.3.a With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	TG U1 TG U5 TG U6 TG U7 TG U10
C.3.3.b Establish a situation, and introduce a narrator and/or characters; organize an event sequence that reflects linear, non-linear and/or circular structure.	TG U1 TG U6 TG U10 TG U11
C.3.3.c Use dialogue and descriptions of actions, thoughts and feelings to	TG U1

develop experiences and events or show the response of characters to situations.	TG U5 TG U7 TG U10
C.3.3.d Use temporal words and phrases to signal event order.	TG U1 TG U8 TG U10
C.3.3.e Create a sense of closure that follows the narrated experiences or events.	TG U1 TG U6 TG U10
C.3.3.f With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	TG U1 TG U5 TG U6 TG U7 TG U10
Production and Distribution	
C.3.4 With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.	TG U1 TG U5 TG U7
Research to Build and Present Knowledge	
C.3.5 Conduct short research projects that build knowledge about a topic	TG U1 TG U2 TG U4 TG U5 TG U7 TG U10
C.3.6 Summarize information from experiences or gather information	TG U2

from print and digital sources; take brief notes on information from various print/digital sources, and analyze by sorting into appropriate categories.	TG U3 TG U4 TG U5 TG U7 TG U8 TG U9 TG U10 TG U11
Range of Writing	
C.3.7 Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	TG U2 TG U4 TG U5 TG U6 TG U7 TG U10 TG U11

Language – Grade 3	
Conventions of Standard English	
L.3.1 When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.	TG U2 TG U5 TG U7 TG U9 TG U10 TG U11
L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives and	TG U2

adverbs in a grade-level text.	TG U3 TG U5 TG U7 TG U10 TG U11
L.3.1.b Form and use regular and irregular plural nouns.	TG U3
L.3.1.c Use abstract nouns.	TG U2
L.3.1.d Form and use regular and irregular verbs.	TG U2 TG U4
L.3.1.e Use verb tenses.	TG U3 TG U4
L.3.1.f Ensure subject-verb and pronoun-antecedent agreement.	TG U4 TG U10 TG U11
L.3.1.g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	TG U9 TG U10 TG U11
L.3.1.h Use coordinating and subordinating conjunctions.	TG U5 TG U6 TG U7
L.3.1.i Produce simple, compound and complex sentences.	TG U5 TG U6 TG U7 TG U8 TG U10 TG U11

L.3.2 When writing:	
L.3.2.a Capitalize appropriate words in titles.	TG U10 TG U11
L.3.2.b Use commas in addresses.	TG U2 TG U11
L.3.2.c Use commas and quotation marks in dialogue.	TG U7 TG U11
L.3.2.d Use possessives.	TG U7 TG U8
L.3.2.e Use conventional spelling for high-frequency words where suffixes are added to base words.	TG U2 TG U5 TG U6 TG U7 TG U9 TG U10 TG U11
L.3.2.f Use spelling patterns and generalizations in writing words.	TG U2 TG U3 TG U4 TG U5 TG U6 TG U7 TG U8 TG U9 TG U10 TG U11
L.3.2.g Consult reference materials as needed to check and correct	TG U4

spellings.	TG U6 TG U8 TG U11
Knowledge of Language	
L.3.3 Use knowledge of language and its conventions when writing, speaking, reading or listening.	TG U5 TG U6 TG U10
L.3.3.a Choose words and phrases for effect.	TG U2 TG U5 TG U7
L.3.3.b Recognize and observe differences between the conventions of spoken and written Standard English	TG U8
Vocabulary Acquisition and Use	
L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.	TG U1 TG U2 TG U5 TG U6 TG U8 TG U9 TG U10 TG U11
L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.	TG U2 TG U4 TG U5 TG U6 TG U9

	TG U10 TG U11
L.3.4.b Determine the meaning of the new word formed when a known affix is added to a known word.	TG U2 TG U3 TG U4 TG U5 TG U6 TG U7 TG U8 TG U9 TG U10
L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root.	TG U2 TG U9 TG U10
L.3.4.d Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.	TG U2 TG U4 TG U5 TG U6 TG U7 TG U8 TG U9 TG U11
L.3.4.e Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.	TG U1 TG U2 TG U3 TG U6 TG U7 TG U8 TG U9 TG U10

	TG U11
L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.	TG U2
L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context.	TG U1 TG U2 TG U3 TG U4 TG U5 TG U6 TG U7 TG U10
L.3.5.b Demonstrate understanding of words by relating them to their synonyms and antonyms.	TG U1 TG U3 TG U4 TG U5 TG U6 TG U7 TG U8 TG U9 TG U10
L.3.5.c Distinguish shades of meaning among related words that describe degrees of certainty.	TG U8 TG U9 TG U10 TG U11

Grade 4	
Kentucky Academic Standards for Reading and Writing	Core Knowledge Language Arts
Reading Foundational Skills - Grade 4	
Print Concepts	
	No Reading Foundational standard 1 for grade 4.
Phonological Awareness	
	No Phonological Awareness standard for grade 4.
Phonics and Word Recognition	
RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	TG U2, Part 1 TG U4 TG U5 TG U6 TG U7 TG U8
RF.4.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to accurately read unfamiliar multisyllabic words.	TG U2, Part 1 TG U4 TG U5 TG U6 TG U7 TG U8
Fluency	

RF.4.4 Read fluently (accuracy, speed and prosody) on grade-level text to support comprehension.	TG U3 TG U4 TG U5 TG U6 TG U7 TG U8
RF.4.4.a Read grade-level text with purpose and understanding.	TG U3 TG U4 TG U5 TG U6 TG U7 TG U8
RF.4.4.b Fluently read grade-level prose and poetry orally on successive readings.	TG U3 TG U4 TG U5 TG U6 TG U7 TG U8
RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	TG U3 TG U4 TG U5 TG U6 TG U7 TG U8

Reading Literature Standards - Grade 4

Key Ideas and Details

RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	TG U3 TG U4 TG U5 TG U6 TG U7 TG U8
RL.4.2 Analyze how the theme is reflected, and cite relevant implicit and explicit evidence from the text, including but not limited to poems, stories and dramas	TG U2, Part 2 TG U3 TG U5 TG U6 TG U7 TG U8
RL.4.3 Describe in depth a character’s thoughts, words and/or actions, the setting or event(s) in a story or drama, drawing on specific details to analyze their interaction over the course of the text.	TG U3 TG U4 TG U5 TG U6 TG U7 TG U8
Craft and Structure	
RL.4.4 Determine the meaning of words and phrases as they are used in a text, including but not limited to figurative language such as metaphors and similes, and describe and explain how those words and phrases shape meaning.	TG U3 TG U5 TG U6 TG U7 TG U8
RL.4.5 Analyze the overall structure, in a text or part of the text, the author uses in poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.	TG U3 TG U7
RL.4.6 Compare/contrast the point of view of first and third person	TG U3

narrators and the effect they have on the reader.	TG U6 TG U7
Integration of Knowledge and Ideas	
RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation, including making connections with what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	TG U3 TG U5 TG U7
RL.4.8	(Not applicable to literature)
RL.4.9 Compare/contrast themes, topics and patterns of events in stories, myths and traditional literature from different cultures.	TG U3 TG U5
Range of Reading and Level of Text Complexity	
RL.4.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.	TG U3 TG U5 TG U6 TG U7 TG U8

Reading Standards for Informational Texts - Grade 4	
Key Ideas and Details	
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	TG U1 TG U2, Parts 1 and 2 TG U3 TG U4

	TG U5 TG U7 TG U8
RI.4.2 Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.	TG U1 TG U4 TG U5 TG U7 TG U8
RI.4.3 Explain the individuals, events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information over the course of a text.	TG U1 TG U2, Parts 1 and 2 TG U3 TG U4 TG U5 TG U7 TG U8
Craft and Structure	
RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning.	TG U1 TG U2, Part 1 TG U4 TG U5 TG U7 TG U8
RI.4.5 Describe the overall structure, in a text or part of the text, the author uses to organize the events, ideas, concepts or information.	TG U1 TG U4 TG U5 TG U7
RI.4.6 Compare/contrast a firsthand and secondhand account of the same event or topic.	TG U1 TG U7

Integration of Knowledge and Ideas	
RI.4.7 Interpret information presented in print and non-print formats and explain how the information contributes to an understanding of the text in which it appears.	TG U3 TG U4
RI.4.8 Explain how an author uses reasons and evidence to support particular claims the author makes in a text.	TG U1 TG U2, Part 1 TG U5 TG U7 TG U8
RI.4.9 Integrate information from two or more texts on the same theme or topic.	TG U1 TG U4 TG U5 TG U7 TG U8
Range of Reading and Level of Text Complexity	
RI.4.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.	TG U1 TG U2 TG U4 TG U5 TG U7

Composition – Grade 4	
Text Types and Purposes	
C.4.1 Compose opinions, using writing and digital resources, on topics or	TG U1

texts, supporting an author’s perspective with reasons and information. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)	TG U2, Part 1 TG U3 TG U4 TG U6
C.4.1.a Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.	TG U1 TG U2, Part 1 TG U3 TG U4 TG U6
C.4.1.b Introduce a topic or text clearly, state an opinion and create an organizational structure in which related ideas are grouped to support the writer’s purpose.	TG U2, Part 1 TG U4 TG U6
C.4.1.c Provide reasons that are supported by facts and details.	TG U2, Part 1 TG U4 TG U6
C.4.1.d Use grade-appropriate transitions.	TG U2, Part 1
C.4.1.e Provide a concluding section.	TG U2, Part 1 TG U4
C.4.1.f With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.	TG U2, Part 1 TG U4
C.4.2 Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)	TG U2, Part 1 TG U4 TG U5 TG U7

C.4.2.a Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.	TG U2, Part 1 TG U4 TG U5 TG U7
C.4.2.b Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension.	TG U2, Part 1 TG U5 TG U7
C.4.2.c Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.	TG U2, Part 1 TG U5 TG U7 TG U8
C.4.2.d Use grade-appropriate conjunctions to develop text structure within sentences.	TG U7
C.4.2.e Use grade-appropriate transitions to develop text structure across paragraphs.	TG U2, Part 1 TG U7
C.4.2.f Use precise language and domain-specific vocabulary to inform about or explain the topic.	TG U2, Part 1 TG U5 TG U7
C.4.2.g Provide a concluding section.	TG U2, Part 1 TG U5
C.4.2.h With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.	TG U2, Part 1 TG U4 TG U5 TG U7
C.4.3 Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective	TG U1 TG U2, Part 2

technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)	TG U3 TG U4 TG U5 TG U6 TG U8
C.4.3.a Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.	TG U1 TG U2, Part 2 TG U3 TG U4 TG U5 TG U6 TG U8
C.4.3.b Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure.	TG U1 TG U4 TG U6 TG U8
C.4.3.c Use dialogue and description to develop experiences and events or show the responses of characters to situations.	TG U1 TG U4 TG U6 TG U8
C.4.3.d Use a variety of conjunctions and transitional words and phrases to manage the sequence of events.	TG U1 TG U4
C.4.3.e Use concrete words and phrases and sensory details to convey experiences and events precisely.	TG U1 TG U6 TG U8
C.4.3.f Provide a conclusion that follows the narrated experiences or events.	TG U1 TG U4 TG U6

	TG U8
C.4.3.g With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.	TG U1 TG U2, Part 2 TG U3 TG U5 TG U6 TG U8
Production and Distribution	
C.4.4 With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.	TG U8
Research to Build and Present Knowledge	
C.4.5 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	TG U7
C.4.6 Summarize relevant information from experiences or gather relevant information from various print and digital sources; take notes, categorize information and provide a list of sources.	TG U1 TG U2, Part 2 TG U3 TG U4 TG U5 TG U6 TG U7
Range of Writing	
C.4.7 Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	TG U1 TG U3 TG U4

	TG U5 TG U6 TG U7 TG U8
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Language – Grade 4	
Conventions of Standard English	
L.4.1 When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.	TG U1 TG U2, Parts 1 and 2 TG U3 TG U4 TG U5 TG U6 TG U7 TG U8
L.4.1.a Use relative pronouns and relative adverbs.	TG U7 TG U8
L.4.1.b Use the progressive verb tenses.	TG U2, Part 2
L.4.1.c Use modal auxiliaries to convey various conditions, such as can, may and must.	TG U7 TG U8
L.4.1.d Order adjectives within sentences according to conventional patterns.	TG U5
L.4.1.e Use prepositional phrases.	TG U2, Part 1
L.4.1.f Produce complete sentences, recognizing and correcting	TG U2, Part 2

inappropriate fragments and run-ons.	TG U4 TG U5 TG U7 TG U8
L.4.1.g Use frequently confused words, such as to, too, two; there, their, they're.	TG U2, Part 1 TG U8
L.4.2 When writing:	
L.4.2.a Demonstrate appropriate use of capitalization rules.	TG U4 TG U5 TG U7
L.4.2.b Use commas and quotation marks to indicate direct speech and quotations for a text.	TG U1 TG U5 TG U7 TG U8
L.4.2.c Use a comma before a coordinating conjunction in a compound sentence.	TG U8
L.4.2.d Consult reference materials as needed to check and correct spellings.	TG U2, Part 1 TG U3 TG U4 TG U5 TG U6 TG U7 TG U8
Knowledge of Language	
L.4.3 Use knowledge of language and its conventions when writing, speaking, reading or listening.	TG U2, Part 2 TG U3

	TG U4 TG U5 TG U6 TG U7 TG U8
L.4.3.a Choose words and phrases to convey ideas precisely.	TG U1 TG U3 TG U4 TG U5 TG U7 TG U8
L.4.3.b Choose punctuation for effect.	TG U8
L.4.3.c Differentiate between formal and informal discourse patterns based on context.	TG U4 TG U7
Vocabulary Acquisition and Use	
L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies.	TG U1 TG U2, Parts 1 and 2 TG U3 TG U4 TG U5 TG U6 TG U7 TG U8
L.4.4.a Use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase.	TG U3 TG U4 TG U5 TG U6 TG U7

L.4.4.b Use common affixes and roots as clues to the meaning of a word.	TG U2, Parts 1 and 2 TG U5 TG U7 TG U8
L.4.4.c Consult print and digital reference materials to find the pronunciation, and determine or clarify the precise meaning of key words and phrases.	TG U1 TG U3 TG U4 TG U5 TG U6 TG U7 TG U8
L.4.4.d Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions and that are basic to a particular topic.	TG U1 TG U2, Parts 1 and 2 TG U3 TG U4 TG U5 TG U6 TG U7 TG U8
L.4.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	TG U3 TG U5 TG U6 TG U7 TG U8
L.4.5.a Explain the meaning of simple similes and metaphors in context.	TG U1 TG U3 TG U5 TG U6 TG U7

L.4.5.b Recognize and explain the meaning of common idioms, adages and proverbs.	TG U5 TG U6 TG U7 TG U8
L.4.5.c Demonstrate understanding of words by relating them to their synonyms and antonyms.	TG U1 TG U5 TG U6 TG U7 TG U8

Grade 5	
Kentucky Academic Standards for Reading and Writing	Core Knowledge Language Arts
Reading Foundational Skills - Grade 5	
Print Concepts	
	No Print Concepts standard for grade 5.
Phonological Awareness	
	No Phonological Awareness Standard for grade 5.
Phonics and Word Recognition	
RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	TG U2 TG U3 TG U4 TG U5 TG U6 TG U7 TG U8 TG U9
RF.5.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology to accurately read unfamiliar multisyllabic words.	TG U2 TG U3 TG U4 TG U5 TG U6

	TG U7 TG U9
Fluency	
RF.5.4 Read fluently (accuracy, speed and prosody) on grade-level texts to support comprehension.	TG U1 TG U2 TG U3 TG U4 TG U5 TG U6 TG U7 TG U8 TG U9
RF.5.4.a Read grade-level text with purpose and understanding.	TG U1 TG U2 TG U3 TG U4 TG U5 TG U6 TG U7
RF.5.4.b Fluently read grade-level prose and poetry orally on successive readings.	TG U1 TG U2 TG U3 TG U4 TG U5 TG U6 TG U7
RF.5.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	TG U1 TG U2

	TG U3 TG U4 TG U5 TG U6 TG U7 TG U9
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Reading Standards for Literature - Grade 5	
Key Ideas and Details	
RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	TG U2 TG U3 TG U4 TG U6 TG U7 TG U8 TG U9
RL.5.2 Analyze how the theme is reflected in the text, including but not limited to poems, stories and dramas, and cite relevant implicit and explicit evidence to support thinking.	TG U2 TG U3 TG U4 TG U6 TG U7
RL.5.3 Compare/contrast characters, settings or events in a story or drama, using specific details to analyze their interaction over the course of the text.	TG U2 TG U3 TG U4 TG U6 TG U7 TG U8

	TG U9
Craft and Structure	
RL.5.4 Determine the meaning of words and phrases as they are used in a text, including but not limited to allusions found in mythology, and analyze how those words and phrases shape meaning.	TG U2 TG U3 TG U4 TG U6 TG U7 TG U9
RL.5.5 Analyze and explain the overall structure of poems, stories and dramas in two or more texts, including but not limited to linear, nonlinear and circular structures.	TG U3 TG U4 TG U6 TG U7 TG U9
RL.5.6 Describe how a narrator’s or speaker’s perspective influences how events are described.	TG U2 TG U3 TG U4 TG U6 TG U7 TG U8 TG U9
Integration of Knowledge and Ideas	
RL.5.7 Analyze how visual and multimedia elements contribute to the meaning or tone of non-print texts.	TG U3 TG U4 TG U7
RL.5.8	(Not applicable to literature)
RL.5.9 Compare/contrast stories in the same genre on their approaches to	TG U3

similar themes and topics.	TG U4 TG U8 TG U9
Range of Reading and Level of Text Complexity	
RL.5.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.	TG U2 TG U3 TG U4 TG U6 TG U7 TG U8 TG U9

Reading Standards for Informational Text - Grade 5	
Key Ideas and Details	
RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	TG U1 TG U2 TG U5 TG U6 TG U7 TG U8 TG U9
RI.5.2 Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence to support thinking.	TG U1 TG U2 TG U5 TG U6 TG U9

RI.5.3 Explain the relationships or interactions between individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information over the course of a text.	TG U1 TG U2 TG U5 TG U6 TG U8 TG U9
Craft and Structure	
RI.5.4 Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and analyze how those words and phrases shape meaning.	TG U1 TG U2 TG U5 TG U6 TG U8 TG U9
RI.5.5 Compare/contrast the overall structure of events, ideas, concepts or information in two or more texts.	TG U1 TG U9
RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective they represent.	TG U1 TG U8
Integration of Knowledge and Ideas	
RI.5.7 Analyze information from multiple print and non-print formats, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	TG U5 TG U8 TG U9
RI.5.8 Explain how an author uses reasons and evidence to support particular claims in a text, identifying which reasons and evidence support which claim(s).	TG U1 TG U2 TG U4 TG U5

	TG U6 TG U8 TG U9
RI.5.9 Integrate information from several texts on the same theme or topic.	TG U2 TG U5 TG U9
Range of Reading and Level of Text Complexity	
RI.5.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.	TG U1 TG U4 TG U5 TG U6 TG U7 TG U8 TG U9

Composition – Grade 5	
Text Types and Purposes	
C.5.1 Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer’s perspective with reasons and information. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)	TG U4 TG U7 TG U8 TG U9
C.5.1.a Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.	TG U4 TG U7

	TG U8 TG U9
C.5.1.b Introduce a topic or text clearly, state an opinion and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	TG U4 TG U8 TG U9
C.5.1.c Provide logically ordered reasons that are supported by facts and details.	TG U4 TG U7 TG U8 TG U9
C.5.1.d Use grade-appropriate transitions.	TG U4 TG U8
C.5.1.e Provide a concluding section.	TG U4 TG U8 TG U9
C.5.1.f With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	TG U4 TG U8
C.5.2 Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)	TG U2 TG U5 TG U6 TG U7 TG U8 TG U9
C.5.2.a Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.	TG U2 TG U5 TG U6 TG U7

	TG U8 TG U9
C.5.2.b Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting, illustrations and multimedia when useful to aiding comprehension.	TG U5 TG U6 TG U9
C.5.2.c Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.	TG U2 TG U5 TG U6 TG U7 TG U9
C.5.2.d Use grade-appropriate conjunctions to develop text structure within sentences.	TG U5 TG U6
C.5.2.e Use grade-appropriate transitions to develop text structure across paragraphs.	TG U5 TG U6 TG U9
C.5.2.f Use precise language and domain-specific vocabulary to inform about or explain the topic.	TG U2 TG U5 TG U6 TG U8 TG U9
C.5.2.g Provide a concluding section.	TG U5 TG U6 TG U9
C.5.2.h With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	TG U2 TG U5 TG U6

C.5.3 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. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)	TG U1 TG U3 TG U5 TG U7 TG U9
C.5.3.a Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.	TG U1 TG U3 TG U5 TG U7 TG U9
C.5.3.b Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure.	TG U1 TG U3 TG U5 TG U9
C.5.3.c Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.	TG U1 TG U3 TG U7 TG U9
C.5.3.d Use a variety of conjunctions and transitional words, phrases and clauses to manage the sequence of events.	TG U9
C.5.3.e Use concrete words and phrases and sensory details to convey experiences and events precisely.	TG U1 TG U3 TG U5 TG U9
C.5.3.f Provide a conclusion that follows the narrated experiences or events.	TG U1 TG U3 TG U9

C.5.3.g With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	TG U1 TG U9
Production and Distribution	
C.5.4 With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.	TG U1 TG U2 TG U6
Research to Build and Present Knowledge	
C.5.5 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	TG U1 TG U5 TG U9
C.5.6 Summarize relevant information from experiences, or gather relevant information from multiple print and digital sources; summarize or paraphrase applicable information in notes and finished work and provide a list of sources.	TG U2 TG U3 TG U4 TG U5 TG U7 TG U8 TG U9
Range of Writing	
C.5.7 Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	TG U1 TG U2 TG U3 TG U4 TG U5 TG U6 TG U7

	TG U8 TG U9
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Language – Grade 5	
Conventions of Standard English	
L.5.1 When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.	TG U1 TG U2 TG U3 TG U4 TG U5 TG U6 TG U7 TG U9
L.5.1.a Explain the function of conjunctions, prepositions and interjections in a grade-level text.	TG U2 TG U5 TG U6
L.5.1.b Use the perfect verb tenses.	TG U9
L.5.1.c Use verb tense to convey various times, sequences, states and conditions.	TG U2 TG U4 TG U5 TG U6 TG U8
L.5.1.d Produce complete sentences, recognizing and correcting inappropriate shifts in verb tense.	TG U4 TG U5 TG U6

	TG U8
L.5.1.e Use correlative conjunctions.	TG U5 TG U6
L.5.2 When writing:	
L.5.2.a Use punctuation to separate items in a series.	TG U2 TG U4 TG U6
L.5.2.b Use a comma to separate an introductory element from the rest of the sentence.	TG U9
L.5.2.c Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence and to indicate direct address.	TG U8 TG U9
L.5.2.d Use underlining, quotation marks or italics to indicate titles of works.	TG U1 TG U2 TG U8
L.5.2.e Use strategies and resources (print and electronic) to identify and correct spelling errors.	TG U1 TG U4 TG U5 TG U6 TG U7 TG U8 TG U9
Knowledge of Language	
L.5.3 Use knowledge of language and its conventions when writing, speaking, reading or listening.	TG U1 TG U2 TG U3

	TG U4 TG U6 TG U7 TG U8 TG U9
L.5.3.a Expand, combine and reduce sentences for meaning, reader/listener interest and style.	TG U1 TG U2 TG U4 TG U6 TG U9
L.5.3.b Compare and contrast the varieties of English (e.g., dialects, registers, slang) used in stories, dramas or poems.	TG U1 TG U2 TG U7
Vocabulary Acquisition and Use	
L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies.	TG U1 TG U2 TG U3 TG U4 TG U5 TG U6 TG U7 TG U8 TG U9
L.5.4.a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	TG U1 TG U2 TG U3 TG U4 TG U5

	TG U6 TG U7 TG U8 TG U9
L.5.4.b Use common affixes and roots as clues to the meaning of a word.	TG U2 TG U4 TG U5 TG U6 TG U8 TG U9
L.5.4.c Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	TG U1 TG U2 TG U3 TG U4 TG U5 TG U6 TG U7 TG U8 TG U9
L.5.4.d Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships.	TG U1 TG U2 TG U3 TG U4 TG U5 TG U6 TG U7 TG U8 TG U9
L.5.5 Demonstrate understanding of, figurative language, word relationships and nuances in word meanings.	TG U1 TG U2

	TG U3 TG U4 TG U5 TG U6 TG U7 TG U9
L.5.5.a Interpret figurative language, including similes and metaphors, in context.	TG U1 TG U2 TG U3 TG U4 TG U6 TG U8 TG U9
L.5.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.	TG U2 TG U4 TG U5 TG U6
L.5.5.c Demonstrate understanding of words by relating them to their synonyms and antonyms.	TG U1 TG U2 TG U4 TG U5 TG U6