Kentucky Department of Education

Course Standards for 2026-2027 and Beyond

Course Code: 701020

Course Name: Primary Language Arts

Grade Level: 1

Course standards documents are designed to show how specific standards align to courses. For instructional planning and assessment, please access the complete *Kentucky Academic Standards for Reading and Writing* for the full scope of what students should know and be able to do.

Upon course completion students should be able to:

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 ending punctuation.
Phonological Awareness	
RF.1.2	Demonstrate understanding of spoken words, syllables and sounds (phonemes). a. Distinguish long from short vowel sounds (phonemes) 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).
Phonics and Word Recognition	

RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words. a. Know the phoneme-grapheme 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 (phonemes). 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. With adult support, encode two-syllable words by breaking the words into syllables. g. Read words with inflectional endings.
Fluency	
RF.1.4	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension. a. Read a variety of grade-level texts (including but not limited to decodables) 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. d. Read irregularly spelled high-frequency words with automaticity and accuracy.

Reading Standards for Literature

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.
RL.1.2	With prompting and support, recognize key details from a literary text to demonstrate understanding of the author's message, lesson learned and/or moral.
RL.1.3	Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.
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.
RL.1.5	Identify differences between the structures of stories, poems and dramas.
RL.1.6	With prompting and support, identify who is telling the story at various points in a text.
Integration of Knowledge and Ideas	
RL.1.7	Use a story's illustrations and details to describe its characters, setting and events.
RL.1.8	*Not applicable to literature*
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.
Range of Reading and Level of Text Complexity	
RL.1.10	With prompting and support through listening comprehension, routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand grade-appropriate, complex literary text.

Reading Standards for Informational Text

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.
RI.1.2	With prompting and support, recognize key details from an informational text to demonstrate understanding of the central idea of a text.
RI.1.3	With prompting and support, identify the connection between individuals, events, ideas or pieces of information over the course of a text.
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.

RI.1.5	Know and use various text features, 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.
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
Integration of Knowledge and Ideas	
RI.1.7	Use the visuals and details in a text to describe its key ideas.
RI.1.8	Identify the claim and the reasons an author gives to support the claim in a text.
RI.1.9	Identify information from two or more texts on similar themes or topics.
Range of Reading and Level of Text Complexity	
RI.1.10	With prompting and support through listening comprehension, routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand grade-appropriate, complex informational text.

Handwriting

Decisions regarding the placement of the handwriting curriculum within the school year should be made based upon readiness and handwriting curriculum utilized.

Handwriting	
HW.1.1	Legibly print all upper- and lowercase letters and numerals with correct form.

Composition

Text Types and Purpose	
C.1.1	Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion. a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic. c. Provide reasons with details to support the opinion.

	d. Use grade-appropriate transitions. e. Provide a concluding section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
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. a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic. c. Supply information with detail to develop the topic. d. Use grade-appropriate conjunctions to connect sentences and paragraphs. e. Use grade-appropriate transition words and phrases to develop text structure in sentences and paragraphs. f. Provide a concluding section. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
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. a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Recount a single event or multiple events, memories or ideas. c. Include details which describe actions, thoughts and/or emotions. 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.
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.
Research to Build and Present Knowledge	
C.1.5	With guidance and support, participate in shared research and writing projects.

C.1.6	With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.
Range of Writing	
C.1.7	*Begins in grade 3*

Language

Conventions of General American English	
L.1.1	When writing or speaking, demonstrate appropriate use of: 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.
L.1.2	When writing: a. Capitalize proper nouns, including but not limited to dates and names of people. b. Demonstrate appropriate use of end punctuation. c. With prompting and support, produce and write commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns (graphemes) and for frequently occurring irregular words. e. With adult support, spell untaught words phonetically, using phonemic awareness and syllabication.
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. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Identify common affixes and how they change the meaning of a word. c. With guidance and support, identify frequently occurring root words and their inflectional forms. 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.
Vocabulary Acquisition and Use	
L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories to classify relationships and to gain a sense of the concepts the categories represent. 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). 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).