

This ISTAR Kindergarten Readiness matrix is an additional resource to inform users of the Indiana Common Core Standards (INCC), and to be used for reference purposes. The 2009 ISTAR KR matrices reflect the reliability, alignment, and standardization research completed in 2010. This resource is NOT meant to imply any alignment based on the 2009 research. It includes kindergarten and 1st Grade standards that currently are used by kindergarten and 1st grade teachers. Revised September, 2012.

ISTAR-KR Matrix: English/Language Arts						
OSEP Outcome 1, 2, 3						
Indiana Common Core Standard (INCC): Reading Standards: Foundational Skills - Phonological Awareness						
ISTAR-KR: Awareness of sounds						
No Evidence	Responds to sounds in the environment	Produces a variety of sounds	Produces and blends the sounds of letter patterns into recognizable words	Compares sounds of different words	KG skill: Distinguishes sounds within words (to be mastered by end of KG)	First Grade skills Demonstrate understanding of spoken words, syllables, and sounds (phonemes) (to be mastered by the end of 1st grade)
	Alerts to/facial expression changes and locates sounds in the environment (e.g., primary caregiver voice, pet, door bell)	Responds to sounds in the environment	Produces a variety of sounds	Produces and blends the sounds of letter patterns into recognizable words	Identifies if words rhyme when given a spoken prompt.	Distinguishes long from short vowel sounds in spoken single-syllable words
	Finds hidden sound directly above and behind	Emulates sounds in the environment	Blends individual sounds into words	Matches sound that begins own name with the sound that begins another word or name	States corresponding rhyming words in response to an oral prompt	Orally produces single-syllable words by blending sounds (phonemes), including consonant blends
		Repeats sounds from familiar song, book	Repeats words from familiar song or book	Identifies words that sound alike	Recognizes and produce rhyming words	Isolates and pronounces initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words
		Produces strings of sounds while looking at a book	Repeats a word from a spoken sentence string	Identifies words that rhyme	Recognizes the concept of a syllable (e.g., parts/chunks of a word)	Segments spoken single-syllable words into their complete sequence of individual sounds (phonemes)
		Acknowledges when sounds are the same or different	Identifies words from a spoken sentence	Produces words that rhyme with oral prompts	Counts, pronounces, blends, and segment syllables in spoken words	
			Identifies differences in letter sounds		Blends and segment onsets and rimes of single-syllable words spoken words	
			Blends consonant—vowel-consonant sounds to make words		Isolates and pronounces the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-	

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					consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	
					Adds or substitutes individual sounds (phonemes) in simple, one-syllable words to make new word	

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ISTAR-KR Matrix: English/Language Arts						
OSEP Outcome 1, 2, 3						
INCC: Reading Standards: Foundational Skills - Print Concepts; Phonics, and Word Recognition						
ISTAR-KR: Awareness of symbols						
No Evidence	Responds to familiar pictures	Labels familiar pictures	Recognizes familiar symbols	Compares, combines, and orders letters and letter sounds	KG Skill: Recognizes that letters make words and words make sentences (to be mastered by end of KG)	First Grade Skills: Demonstrate understanding of the organization and basic features of print (to be mastered by the end of 1st grade)
	Reacts to pictures of familiar people	Responds to familiar pictures	Labels familiar pictures of objects used in everyday routines	Recognizes familiar symbols, e.g., restaurants, favorite foods, letters, numbers	Distinguishes pictures from words by pointing when prompted	Recognizes the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)
						Knows the spelling-sound correspondences for common consonant digraphs
	Reacts to recognizable features in print	Names familiar people in pictures	Identifies familiar signs, logos, product labels, or other environmental print	Recognizes and names all capital letters in random order	Follows words from left to right, top to bottom, and page by page	Decodes regularly spelled one-syllable word
	Finds named pictures or textures in book	Names familiar objects in pictures	Identifies letters of own name	Recognizes and names all lowercase letters in random order	Recognizes that spoken words are represented in written language by specific sequences of letters	Knows final -e and common vowel team conventions for representing long vowel sounds
	Points to pictures in a book	Names familiar actions in pictures	Produces sounds from letters in own name	Puts letters, shapes, cards or tiles in alphabetical order	Recognizes that words are separated by spaces in print	Uses knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word
	Makes sounds related to pictures to demonstrate an understanding of the picture	Matches pictures to actual objects	Points to and names some letters	Matches all consonant sounds to appropriate letters	Recognizes and names all uppercase and lowercase letters in alphabet	Decodes two-syllable words following basic patterns by breaking the words into syllables
	Makes sounds related to pictures to demonstrate an understanding of the picture		Distinguishes letters from words	Matches same letter written in different styles	Demonstrates basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant	Reads words with inflectional endings

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				Changes sounds as letters in words change	Associates the long and short sounds with common spellings (graphemes) for the five major vowels	Recognizes and read grade-appropriate irregularly spelled words
					Reads common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does)	Reads on-level text with purpose and understanding
					Distinguishes between similarly spelled words by identifying the sounds of the letters that differ	Reads on-level text orally with accuracy, appropriate rate, and expression on successive readings
					Reads emergent-reader texts with purpose and understanding	Uses context to confirm or self-correct word recognition and understanding, rereading as necessary

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ISTAR-KR Matrix: English/Language Arts						
OSEP Outcome 1, 2, 3						
INCC: Reading Standards for Informational Text – Craft and Structure: Range of Reading and Level of Text Complexity						
ISTAR-KR: Uses print for pleasure and information						
No Evidence	Engages with a book	Imitates proper handling of books	Distinguishes print from pictures	Orients to print in books	KG Skill: Chooses reading activities for meaning (to be mastered at the end of KG)	First Grade Skills: Describe the connection between two individuals, events, ideas, or pieces of information in a text (to be mastered at the end of 1st grade)
	Looks at picture with interest	Engages with a book	Imitates proper handling of books	Distinguishes print from pictures	With prompting and support, asks and answers questions about key details in a text	Asks and answers questions to help determine or clarify the meaning of words and phrases in a text
	Explores a book	Opens a book	Tells about pictures on a page using a mix of simple phrases and simple sentences	Follows words from left to right on the printed page	With prompting and support, identifies the main topic and retell the key details of a text	Identifies main topic and retell key details of a text
						Describes the connection between two individual events, ideas, or pieces of information in a text
						Asks and answers questions to help determine or clarify meaning of words and phrases in a text
					With prompting and support, describes the connection between two individual events, ideas, or pieces of information in a text	Knows and uses various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text
	With an adult attends to pictures in books for several minutes	Turns pages from front to back	Points to words in book while telling story	Follows words from top to bottom on the printed page	With prompting and support, asks and answers questions about unknown words in a text	Uses illustrations and details in a text to describe its key ideas
		Turns one page at a	Points to letter when	Follows printed words	Identifies the front cover,	Identifies the reasons an

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		time	asked	as a story is read or caption in video is played	back cover, and title page of the book	author gives to support points in a text
		Pretends to read a book aloud using jargon and combination of real words	Holds book right-side up based on orientation of pictures	Follows pages that accompany a story or audiotape or CD	Names the author and illustrator of a text and define the role of each in presenting the ideas or information in a text	Identifies basic similarities in differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)
		Differentiates the care of a book from the care of a toy		Tells a story while correctly holding a book	With prompting and support, describes the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts)	With prompting and support, reads prose and poetry of appropriate complexity for grade 1
					With prompting and support, identifies the reasons an author gives to support points in a text	
					With prompting and support, identifies basic similarities in and differences between two texts on the same topic (e.g., illustrations, descriptions, or procedures)	
					Actively engages in group reading activities with purpose and understanding	

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ISTAR-KR Matrix: English/Language Arts						
OSEP Outcome 1, 2, 3						
INCC: Reading Standards for Literature Stories, Novels, Dramas, and Poetry Text – Key Ideas and Details; Integration of Knowledge and Ideas						
ISTAR-KR: Comprehends details, events, and main ideas						
No Evidence	Reacts to a story or event	Identifies details from a story or picture	Talks about characters and settings	Retells familiar stories	KG Skill: Comprehends and responds to stories (to be mastered at the end of KG)	First Grade Skills (to be mastered at the end of 1 st grade)
	Anticipates actions, sounds, phrases from a predictable game or story	Reacts to a story or event	Identifies details from a story or picture	Talks about characters and settings	With prompting and support, ask and answers questions about key details in a text	Asks and answers questions about key details in a text
	Reacts to new situations based on the memory of a previous event	Names objects from pictures book	Identifies and describes characters in a story	Tells simple stories from picture books	With prompting and support, retells familiar stories, key details of a text	Identifies the main topic, main ideas, and retell key details of a text
	Selects a book based on familiarity	Points to actions in pictures	Tells something that a favorite character does in a story	Re-enacts stories	With prompting and support, identifies characters, settings, and major events in a story	Describes the connection between two individuals, events ideas, or pieces of information in a text
					Asks and answers questions about unknown words in text	Identifies words and phrases in stories or poems that suggest feelings or appeal to the senses
					Recognizes common types of texts (storybooks, poems)	Explains major differences between books that tell stories and books that give information, drawing o a wide reading of range of text types
					With prompting and support, names the author and illustrator of a story and defines the role of each in telling the story	Identifies who is telling the story at various points in the text
	Listens with interest to stories read aloud	Identifies animals and people in pictures	Imitates parts of stories	Answers simple questions about characters, plot, outcome of story read aloud	With prompting and support, describes the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts)	Uses pictures, illustrations, and details in a text to describe the key ideas- characters, setting, or events

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						Compares and contrasts the adventures and experiences of characters in familiar stories
		Recalls an event while looking at pictures	Describes pictures of places in books	Retells a story's beginning, middle, end	With prompting and support, compares and contrasts the adventures and experiences of characters in familiar stories	With prompting and support, reads prose and poetry of appropriate complexity for grade 1
			Talks about actions in pictures of family members, pets, self		Actively engages in group reading activities with purpose and understanding	
			Expresses what might happen after the action in a picture			
			Asks questions and makes comments about story being read			
			Talks about the cover and illustrations prior to story being read			

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ISTAR-KR Matrix: English/Language Arts						
OSEP Outcome 1, 2, 3						
INCC: Writing Standards - Text Types and Purposes; Production and Distribution of Writing; Research to Build and Present Knowledge						
ISTAR KR: Writing for a specific purpose and audience						
<i>The skills below begin on the left with the least mature skills/indicators and progressively advance to the right to KG skills/indicators in the sixth column.</i>						
No Evidence	Intentionally makes marks or scribbles	Associates writing with purpose	Creates writing with the intention of communicating	Produces recognizable writing that conveys meaning	KG Skill: Gathers ideas for writing for a purpose (to be mastered at the end of KG)	First Grade Skills (to be mastered at the end of 1st grade)
	Uses fingers to make marks in substances	Intentionally makes marks or scribbles	Associates writing with purpose	Creates writing with the intention of communicating	Uses a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and states an opinion or preference about the topic or book (e.g., My favorite book is..)	Writes opinion pieces in which they introduce the topic or name the book they are writing about, state opinion, supply a reason for the opinion, and provide some sense of closure
	Attempts to write and draw	Draws approximations of shapes of objects to communicate	Draws pictures and scribbles to generate and express ideas	Writes using letters, pictures and words		Writes informative/explanatory texts in which they name a topic, supplies some facts about the topic, and provides some sense of closure
		Requests someone else draws a picture or writes a message	Uses writing or symbols to share an idea with someone	Writes phonetically spelled words	Uses a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supplies some information about the topic	Writes narratives in which they recount two or more appropriately sequenced events, includes some details regarding what happened, used temporal words to signal event order, and provides some sense of closure
						With guidance and support from adults, focuses on a topic, responds to questions and suggestions from peers and adds details to strengthen writing as needed
						With guidance and support from adults, uses a variety of digital tools to produce and publish writing, including collaboration with peers

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						Participates in shared research and writing projects (e.g., explore a number of “how to” books on a topic and then use them to write a sequence of instructions)
			Gives meaning to own writing	Uses writing to label drawings	Uses a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tells about the events in the order in which they occurred, and provides a reaction to what happened	With guidance and support from adults, recalls information from experiences or gathers information from provided sources to answer a question.
			Tells a story for someone else to write	Adds writing to a picture story	With guidance and support from adults, responds to questions and suggestions from peers and adds details to strengthen writing as needed	
				Tell a story that the teacher or some other person will write	With guidance and support from adults, explores a variety of digital tools to produce and publish writing, including in collaboration with peers	
					Participates in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them)	
					With guidance and support from adults, recalls information from experiences or gathers information from provided sources to answer a question	

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ISTAR-KR Matrix: English/Language Arts						
OSEP Outcome 1, 2, 3						
INCC: Language Standards - Conventions of Standard English (printing, capitalization, punctuation, vocabulary acquisition and use)						
ISTAR-KR: Uses writing implements						
<i>The skills below begin on the left with the least mature skills/indicators and progressively advance to the right to KG skills/indicators in the sixth column.</i>						
No Evidence	Grasps writing tools	Imitates specific writing strokes to make a picture	Copies specific writing marks	Approximates writing strings of letters	KG Skill: Writes from left to right, spacing letters correctly (to be mastered at the end of KG)	First Grade Skills (to be mastered at the end of 1st grade)
	Holds writing tool in any way	Grasps writing tools	Imitates specific writing strokes to make a picture	Copies specific writing marks	Prints at least 50% of uppercase and lowercase letters	Prints all upper- and lowercase letters
				Copies or writes their first name	Writes by moving from left to right and from top to bottom	Uses common, proper, and possessive nouns.
	Attempts to make marks with writing tools	Imitates drawing a horizontal line	Copies a vertical line	Combines strokes and shapes to represent letters	Uses frequently occurring nouns and verbs	Uses singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop)
		Imitates drawing a vertical line	Copies a horizontal line	Draws an approximation of a spoken number	Forms regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)	Uses personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything)
					Produces complete sentences in shared language activities	Uses verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home)
		Imitates drawing a circle	Copies a circle	Writes a known letter or approximations of letter		Uses frequently occurring adjectives
		Draws at top or bottom of page when requested		Writes letters in strings		Uses frequently occurring conjunctions
				Writes more than one word correctly		Uses determiners (articles, demonstratives)
						Uses frequently occurring prepositions
					Understands and uses question words – “wh” questions (e.g., who, what, where, when, why, how)	Produces and expands complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts

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					Capitalizes the first word in a sentence	Capitalizes dates and names of people
					Recognizes and name end punctuation	Uses end punctuation for sentences
						Uses commas in dates and to separate single words in a series
					Writes a letter or letters for most consonant and short-vowel sounds (phonemes)	Uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words
					Spells simple words phonetically	Spells untaught words phonetically, drawing on phonemic awareness and spelling conventions
					Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content (duck as noun, duck as verb)	
					With guidance and support from adults, explores word relationships and nuances in word meanings (e.g., sorts common objects into categories; understands frequently occurring verbs and adjectives by relating them to opposites (antonyms); identifies real-life connections between words and their use; distinguishes meaning of action verbs by acting out meanings)	Produces and expands complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts
					Uses words and phrases acquired through conversations, reading and being read to, and responding to texts	

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ISTAR-KR Matrix: English/Language Arts						
OSEP Outcome 1, 2, 3						
INCC: Speaking and Listening Standards - Comprehension and Collaboration						
ISTAR-KR: Demonstrates Receptive Language						
<i>The skills below begin on the left with the least mature skills/indicators and progressively advance to the right to KG skills/indicators in the sixth column.</i>						
No Evidence	Responds to cues in the environment	Responds to familiar gestures and words	Follows a familiar verbal or signed direction	Follows an unfamiliar direction	KG Skill: Follows directions with steps and descriptors (to be mastered at the end of KG)	First Grade Skills (to be mastered at the end of 1st grade)
	Actively attends to things that an adult is showing	Responds to cues in the environment	Responds to familiar gestures and words	Follow a unfamiliar verbal or signed direction	Participates in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups(follows agreed-upon rules for discussions; continue a conversation through multiple exchanges)	Participates in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups (follows agreed-upon rules for discussion; build on others' talk by responding to comments of others; ask questions to clear up confusion)
	Recognizes others	Responds to own name	Follows one-step spoken directions	Follows unfamiliar directions involving out of sight objects	Confirms understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood	Asks and answers questions about key details in a text read aloud or information presented orally or through other media
	Responds to the arrival of a familiar person	Finds named pictures or textures in books	Listens for information	Follows directions in new places	Asks and answers questions in order to seek help, get information, or clarify something that is not understood	Asks and answers questions about what a speaker says in order to gather additional information or clarify something that is not understood
	Watches speaker's face when spoken to	Gives an object when asked		Answers "if...what" questions, e.g., "If you fill a cup with too much water, what will happen?"		
	Responds to familiar voices and noises (e.g., smiling, stopping to	Responds to short phrases (e.g., "Where's mama?")	Answers simple "who", "what" and "where" questions about personal	Asks clarifying questions: We're going to ride on an escalator. Child says,		

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	cry)		experiences	"What's that?"		
		Waves "hello" and "bye-bye" when prompted	Answers simple questions related to familiar activities, events, stories	Follows related two-step directions, e.g., Please wash your hands and go to the table for lunch.		
		Responds to "No"				
		Uses pointing for learning new vocabulary				

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ISTAR-KR Matrix: English/Language Arts							
OSEP Outcome 1, 2, 3							
INCC: Speaking and Listening Standards – Presentation of Knowledge and Ideas							
ISTAR KR: Demonstrates Expressive Language							
<i>The skills below begin on the left with the least mature skills/indicators and progressively advance to the right to KG skills/indicators in the sixth column.</i>							
No Evidence	Uses gestures or sounds to communicate	Uses single words to communicate	Uses two-word phrases or signs	Uses simple phrases and sentences with simple grammatical rules	Uses varied grammar in expression	KG Skill: Shares information and ideas to describe, explain, predict (to be mastered at the end of KG)	First Grade Skills (to be mastered at the end of 1 st grade)
	Uses single words, signs, symbols or gestures to communicate	Uses gestures or sounds to communicate	Uses single words to communicate	Uses two-word phrases or signs	Uses simple phrases and sentences with simple grammatical rules	Describes familiar people, places, things, and events and, with prompting and support, provide additional detail.	Describes people, places, things, and events with relevant details, expressing ideas and feelings clearly
	Participates in back and forth vocal play	Imitates words on request while looking at pictures	Uses two-word vocalizations, signs, symbols or gestures to tell about objects and events in the present	Uses 4-word vocalizations, words, symbols, signs to tell about objects and events in the recent past and near future	Repeats simple sentences as presented	Adds drawings or other visual displays to descriptions as desired to provide additional detail	Adds drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings
	Imitates one-word vocalization/signs such as “more”, “all gone”, “mine”	Names familiar objects	Uses an expressive vocabulary of at least 50+ words	Imitates a series of three numbers or unrelated words	Uses 6-word sentences	Speaks audibly and express thoughts, feelings, and ideas clearly	Produces complete sentences when appropriate to task and situation
	Uses consonant-vowel combinations that may sound like “real” words	Speaks intelligibly approximately 25% of the time	Uses an action or place word with a noun (e.g., “daddy home” “kitty eat”)	Communicates recent experiences using at least one attribute word	Uses more than one descriptor word in a sentence		
	Varies pitch, length, and volume of vocalizations to express wants and needs	Uses pronouns “you”, “me”, “mine” and “I”	Uses negation (e.g., not, can’t)	Gives name, age and gender upon request	Uses conjunctions		
	Produces vocalizations with correct inflection of	Uses single action and location	Imitates words on request while	Produces most consonants	Uses possessive and objective		

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	questions and exclamations	words(e.g., “up” “jump”)	looking at pictures	meaningfully at the beginning and end or words, (excluding r, l, th, v, ch, sh blends)	pronouns		
		Uses at least 6 different consonant sounds (e.g., m, n, p, b, t, d, k, g, w, y)	Speaks intelligibly approximately 50% of the time	Produces all vowels meaningfully in the middle of words	Uses grammatical word order		
			Gives first and last name upon request	Speaks intelligibly approximately 75% of the time	Uses more than one descriptor word in a sentence		
			Asks for help	Uses plurals	Uses auxiliary (helper) verbs, e.g., will, can, am, have		
			Uses a variety of speech sounds meaningfully including (e.g., m, n, ng, p, b, t, d, k, g, w, y)	Uses pronouns – he, she, they, it			
				Uses progressive verbs (ing)			
				Uses regular past tense verbs (ed)			