



**Indiana Academic Standards 2014**  
**1<sup>st</sup> Grade English/Language Arts**  
**Standards Correlation Guidance Document**

Indiana Academic Standards 2014	Indiana Academic Standards 2006	Indiana Common Core State Standards 2010	Differences from Previous Standards
<b>READING: Foundations</b>			
<p><b>1.RF.1:</b> Develop an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.</p>		<p><b>1.RF.1:</b> Demonstrate understanding of the organization and basic features of print.</p>	<p><i>This IAS 2014 learning objective is an umbrella standard; focus skills are listed individually.</i></p>
<p><b>1.RF.2.1:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>			
<p><b>1.RF.2.2:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>			
<p><b>1.RF.2.3:</b> Recognize the components of a sentence (e.g., <i>capitalization, first word, ending punctuation</i>).</p>	<p><b>1.1.3:</b> Recognize that sentences start with capital letters and end with punctuation, such as periods, question marks, and exclamation points.</p>	<p><b>1.RF.1a:</b> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	
<p><b>1.RF.2.4:</b> Learn and apply knowledge of alphabetical order.</p>			<p><i>This standard is <b>NEW!</b></i></p>
<p><b>1.RF.3.1:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>			
<p><b>1.RF.3.2:</b> Blend sounds, including consonant blends, to produce single- and multi-syllable words.</p>	<p><b>1.1.9:</b> Blend two to four phonemes (sounds) into recognizable words.</p>	<p><b>1.RF.2b:</b> Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p><b>1.RF.3e:</b> Decode two-syllable words following basic patterns by breaking the words into syllables.</p>	<p><i>IAS 2014 increases the expectation by requiring students to blend sounds, including consonant blends, to produce single- and multi-syllable words.</i></p>
<p><b>1.RF.3.3:</b> Add, delete, or substitute</p>	<p><b>1.1.8:</b> Add, delete, or change sounds to</p>		<p><i>IAS 2014 includes this standard from IAS</i></p>



sounds to change single-syllable words.	change words.		2006.
<b>1.RF.3.4:</b> Distinguish beginning, middle (medial), and final sounds in single-syllable words.	<b>1.1.4:</b> Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).	<b>1.RF.2c:</b> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	
<b>1.RF.3.5:</b> Segment the individual sounds in one-syllable words.		<b>1.RF.2d:</b> Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).  <b>1.RF.3d:</b> Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	
<b>1.RF.4.1:</b> Use letter- sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., <i>ai</i> ) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., <i>cat, go, black, boat, her</i> ), independent of context.	<b>1.1.5:</b> Recognize different vowel sounds in orally stated single-syllable words.  <b>1.1.10:</b> Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (a, e, i, o, u), and blend those sounds into recognizable words.  <b>1.1.13:</b> Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the <i>ea</i> in <i>eat</i> ) and knowledge of how vowel sounds change when followed by the letter <i>r</i> (such as the <i>ea</i> in the word <i>ear</i> ).	<b>1.RF.3a:</b> Know the spelling-sound correspondences for common consonant digraphs.  <b>1.RF.2a:</b> Distinguish long from short vowel sounds in spoken single-syllable words.	<i>IAS 2014 increases the expectation by requiring students to use letter- sound knowledge of single consonants, consonant blends, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words independent of context.</i>
<b>1.RF.4.2:</b> Decode one- syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.		<b>1.RF.3b:</b> Decode regularly spelled one-syllable words.	
<b>1.RF.4.3:</b> Apply knowledge of final –e and common vowel teams (vowel digraphs) for representing long vowel sounds.		<b>1.RF.3c:</b> Know final -e and common vowel team conventions for representing long vowel sounds.	
<b>1.RF.4.4:</b> Recognize and read common		<b>1.RF.3g:</b> Recognize and read grade-	<i>IAS 2014 increases the expectation by</i>



and irregularly spelled high- frequency words by sight (e.g., <i>have, said</i> ).		appropriate irregularly spelled words.	<i>requiring students to recognize and read common and irregularly spelled high- frequency words by sight.</i>
<b>1.RF.4.5:</b> Read words in common word families (e.g., <i>-at, -ate</i> ).	<b>1.1.14:</b> Read common word patterns (- <i>ite, -ate</i> ).		<i>IAS 2014 includes this standard from IAS 2006.</i>
<b>1.RF.4.6:</b> Read grade- appropriate root words and affixes including plurals, verb tense, comparatives (e.g., <i>look, -ed, -ing, -s, -er, - est</i> ), and simple compound words (e.g., <i>cupcake</i> ) and contractions (e.g., <i>isn't</i> ).	<b>1.1.17:</b> Read and understand root words (look) and their inflectional forms (looks, looked, looking).	<b>1.RF.3f:</b> Read words with inflectional endings.	<i>IAS 2014 increases the expectation by requiring students to read simple compound words and contractions.</i>
<b>1.RF.5:</b> Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	<b>1.1.15:</b> Read aloud smoothly and easily in familiar text.  <b>1.1.12:</b> Use phonic and context clues as self-correction strategies when reading.	<b>1.RF.4a:</b> Read on-level text with purpose and understanding.  <b>1.RF.4b:</b> Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	<i>IAS 2014 increases the expectation by requiring students to orally read grade-level appropriate or higher texts with expression that connotes comprehension at the independent level.</i>



Indiana Academic Standards 2014	Indiana Academic Standards 2006	Indiana Common Core State Standards 2010	Differences from Previous Standards
<b>READING: Literature</b>			
<b>1.RL.1:</b> With support, read and comprehend literature that is grade-level appropriate.		<b>1.RL.10:</b> With prompting and support, read prose and poetry of appropriate complexity for grade 1.	<i>This IAS 2014 Learning Outcome is an umbrella standard that clarifies the expectation that students are to read and comprehend literature that is grade-level appropriate.</i>
<b>1.RL.2.1:</b> Ask and answer questions about main idea and key details in a text.	<b>1.3.5:</b> Understand what is read by responding to questions (who, what, when, where, why, how).	<b>1.RL.1:</b> Ask and answer questions about key details in a text.	<i>IAS 2014 increases the expectation by requiring students to ask and answer questions about main idea.</i>
<b>1.RL.2.2:</b> Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson.	<b>1.3.1:</b> Identify and describe the plot, setting, and character(s) in a story. Retell a story's beginning, middle, and ending.	<b>1.RL.2:</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.	
<b>1.RL.2.3:</b> Using key details, identify and describe the elements of plot, character, and setting.	<b>1.3.1:</b> Identify and describe the plot, setting, and character(s) in a story. Retell a story's beginning, middle, and ending.	<b>1.RL.3:</b> Describe characters, settings, and major events in a story, using key details.	
<b>1.RL.2.4:</b> Make and confirm predictions about what will happen next in a story.	<b>1.3.3:</b> Confirm predictions about what will happen next in a story.		<i>IAS 2014 includes this standard from IAS 2006.</i>
<b>1.RL.3.1:</b> Identify the basic characteristics of familiar narrative text genres (e.g., <i>fairy tales, nursery rhymes, storybooks</i> ).	<b>1.3.4:</b> Distinguish fantasy from reality.	<b>1.RL.5:</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	<i>IAS 2014 increases the expectation by requiring students to identify the basic characteristics of familiar narrative text genres.</i>
<b>1.RL.3.2:</b> Identify who is telling the story at various points in a text.		<b>1.RL.6:</b> Identify who is telling the story at various points in a text.	
<b>1.RL.4.1:</b> Use illustrations and details in a story to describe its characters, setting, or events.		<b>1.RL.7:</b> Use illustrations and details in a story to describe its characters, setting, or events.	
<b>1.RL.4.2:</b> Compare and contrast the adventures and experiences of characters in stories.		<b>1.RL.9:</b> Compare and contrast the adventures and experiences of characters in stories.	



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<b>READING: Nonfiction</b>			
<p><b>1.RN.1:</b> With support, read and comprehend nonfiction that is grade-level appropriate.</p>		<p><b>1.RI.10:</b> With prompting and support, read informational texts appropriately complex for grade 1</p>	<p><i>This IAS 2014 Learning Outcome is an umbrella standard that clarifies the expectation that students will read and comprehend nonfiction text that is grade-level appropriate, with support.</i></p>
<p><b>1.RN.2.1:</b> Ask and answer questions about key details to clarify and confirm understanding of a text.</p>	<p><b>1.2.3:</b> Respond to who, what, when, where, why, and how questions and recognize the main idea of what is read.</p>	<p><b>1.RI.1:</b> Ask and answer questions about key details in a text.</p>	
<p><b>1.RN.2.2:</b> Retell main ideas and key details of a text.</p>	<p><b>1.2.3:</b> Respond to who, what, when, where, why, and how questions and recognize the main idea of what is read.</p>	<p><b>1.RI.2:</b> Identify the main topic and retell key details of a text.</p>	
<p><b>1.RN.2.3:</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>		<p><b>1.RI.3:</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	
<p><b>1.RN.3.1:</b> Know and use various text features (e.g., <i>table of contents, glossary, illustrations</i>) to locate and describe key facts or information in a text.</p>	<p><b>1.2.1:</b> Identify the title, author, illustrator, and table of contents of a reading selection.</p>	<p><b>1.RI.5:</b> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p><b>1.RI.7:</b> Use the illustrations and details in a text to describe its key ideas.</p>	
<p><b>1.RN.3.2:</b> Identify how a nonfiction text can be structured to indicate order (e.g., <i>sequential</i>) or to explain a simple cause and effect relationship.</p>	<p><b>1.2.2:</b> Identify text that uses sequence or other logical order.</p>		<p><i>IAS 2014 includes this standard from IAS 2006.</i></p>
<p><b>1.RN.3.3:</b> <i>Standard begins at second grade</i></p>			
<p><b>1.RN.4.1:</b> Identify the reasons the author gives to support points in a text.</p>		<p><b>1.RI.8:</b> Identify the reasons an author gives to support points in a text.</p>	
<p><b>1.RN.4.2:</b> Identify basic similarities in</p>		<p><b>1.RI.9:</b> Identify basic similarities in and</p>	



and differences between two texts on the same topic.		differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	
<b>1.RN.4.3:</b> <i>Standard begins at sixth grade.</i>			
<b>Indiana Academic Standards 2014</b>	<b>Indiana Academic Standards 2006</b>	<b>Indiana Common Core State Standards 2010</b>	<b>Differences from Previous Standards</b>
<b>READING: Vocabulary</b>			
<b>1.RV.1:</b> Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.		<b>1.L.6:</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblem because she nibbles too much because she likes that).	<i>This IAS 2014 Learning Outcome is an umbrella standard that refers to building and applying vocabulary through conversations, literature and nonfiction texts.</i>
<b>1.RV.2.1:</b> Demonstrate understanding that context clues (e.g., <i>words and sentence clues</i> ) and text features (e.g., <i>glossaries, illustrations</i> ) may be used to help understand unknown words.		<b>1.L.4a:</b> Use sentence-level context as a clue to the meaning of a word or phrase.  <b>1.L.5b:</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).	
<b>1.RV.2.2:</b> Define and sort words into categories (e.g., <i>antonyms, living things, synonyms</i> ).		<b>1.L.5a:</b> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	
<b>1.RV.2.3:</b> <i>Standard begins at sixth grade.</i>			
<b>1.RV.2.4:</b> Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknown word.	<b>1.1.17:</b> Read and understand root words ( <i>look</i> ) and their inflectional forms ( <i>looks, looked, looking</i> ).	<b>1.L.4b:</b> Use frequently occurring affixes as a clue to the meaning of a word.  <b>1.L.4c:</b> Identify frequently occurring root words (e.g., <i>look</i> ) and their inflectional forms (e.g., <i>looks, looked, looking</i> ).	



<b>1.RV.2.5:</b> <i>Standard begins at second grade.</i>			
<b>1.RV.3.1:</b> Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell).		<b>1.RL.4:</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.  <b>1.L.5c:</b> Identify real-life connections between words and their use (e.g., note places at home that are cozy).  <b>1.L.5d:</b> Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	
<b>1.RV.3.2:</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a nonfiction text.	<b>1.2.5:</b> Use context (the meaning of the surrounding text) to understand word and sentence meanings.	<b>RI.4:</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	
<b>1.RV.3.3:</b> <i>Standard begins at third grade.</i>			



Indiana Academic Standards 2014	Indiana Academic Standards 2006	Indiana Common Core State Standards 2010	Differences from Previous Standards
<b>WRITING</b>			
<p><b>1.W.1:</b> Write routinely over brief time frames and for a variety of purposes and audiences.</p>	<p>1.5.5 Write for different purposes and to a specific audience or person.</p>		<p><i>This IAS 2014 Learning Outcome is an umbrella standard for the range of writing student should be able to do, including drawing evidence from literature and nonfiction texts.</i></p>
<p><b>1.W.2.1.:</b> Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.</p>	<p>1.6.1 Print legibly and space letters, words, and sentences appropriately.</p>	<p><b>1.L.1a:</b> Print all upper- and lowercase letters.</p>	<p><i>IAS 2014 increases the expectation by requiring students to write legibly, and space letters, words, and sentences appropriately.</i></p>
<p><b>1.W.2.2:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>			
<p><b>1.W.3.1:</b> Write logically connected sentences to make a proposal to a particular audience (e.g., a parent, classmate, etc.) and give reasons why the proposal should be considered.</p>	<p><b>1.4.2:</b> Use various organizational strategies to plan writing.  <b>1.5.5:</b> Write for different purposes and to a specific audience or person.</p>	<p><b>1.W.1:</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	
<p><b>1.W.3.2:</b> Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.</p>	<p><b>1.4.2:</b> Use various organizational strategies to plan writing.  <b>1.5.2:</b> Write brief expository (informational) descriptions of a real object, person, place, or event, using sensory details.  <b>1.5.5:</b> Write for different purposes and to a specific audience or person.</p>	<p><b>1.W.2:</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	
<p><b>1.W.3.3:</b> Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.</p>	<p><b>1.4.1:</b> Discuss ideas and select a focus for group stories or other writing.  <b>1.4.2:</b> Use various organizational strategies to plan writing.</p>	<p><b>1.W.3:</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	





	<p><b>1.5.1:</b> Write brief narratives (stories) describing an experience.</p> <p><b>1.5.2:</b> Write brief expository (informational) descriptions of a real object, person, place, or event, using sensory details.</p> <p><b>1.5.4:</b> Use descriptive words when writing.</p> <p><b>1.5.5:</b> Write for different purposes and to a specific audience or person.</p>		
<p><b>1.W.4:</b> Apply the writing process to –</p> <ul style="list-style-type: none"><li>• With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., <i>sentence structure</i>); edit writing for format and conventions (e.g., <i>correct spelling of frequently used words, basic capitalization, end punctuation</i>); and provide feedback to other writers.</li><li>• Use available technology to publish legible documents.</li></ul>	<p><b>1.4.3:</b> Revise writing for others to read.</p>	<p><b>1.W.5:</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><b>1.W.6:</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	
<p><b>1.W.5:</b> With support, conduct simple research on a topic.</p> <ul style="list-style-type: none"><li>• Identify several sources of information and indicate the sources.</li><li>• Organize information, using graphic organizers or other aids.</li><li>• Make informal presentations on information gathered.</li></ul>	<p><b>1.4.4:</b> Begin asking questions to guide topic selection and ask <i>how</i> and <i>why</i> questions about a topic of interest.</p> <p><b>1.4.5:</b> Identify a variety of sources of information (books, online sources, pictures, charts, tables of contents, diagrams) and document the sources (titles).</p> <p><b>1.4.6:</b> Organize and classify information</p>	<p><b>1.W.7:</b> Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</p> <p><b>1.W.8:</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	



	by constructing categories on the basis of observation.		
<b>1.W.6.1:</b> Demonstrate command of English grammar and usage, focusing on:		<b>1.L.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<i>This IAS 2014 learning objective is a summary statement; focus skills are listed individually.</i>
<b>1.W.6.1a: Nouns/Pronouns</b> – Writing sentences that include common and proper nouns and personal pronouns.	<p><b>1.6.3:</b> Identify and correctly use singular and plural nouns (dog/dogs).</p> <p><b>1.6.5:</b> Identify and correctly write possessive nouns (cat’s meow, girls’ dresses) and possessive pronouns (my/mine, his/hers).</p>	<p><b>1.L.1b:</b> Use common, proper, and possessive nouns.</p> <p><b>1.L.1c:</b> Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p><b>1.L.1d:</b> Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p><b>1.L.1h:</b> Use determiners (e.g., articles, demonstratives).</p>	
<b>1.W.6.1b: Verbs</b> – Writing sentences using verbs to convey a sense of past, present, and future.		<p><b>1.L.1c:</b> Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p><b>1.L.1e:</b> Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p>	
<b>1.W.6.1c: Adjectives/ Adverbs</b> – Standard begins at second grade.			
<b>1.W.6.1d: Prepositions</b> – Standard begins at fourth grade.			
<b>1.W.6.1e: Usage</b> – Writing complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	<b>1.6.2:</b> Write in complete sentences.	<b>1.L.1j:</b> Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	
<b>1.W.6.2:</b> Demonstrate command of		<b>1.L.2:</b> Demonstrate command of the	



capitalization, punctuation, and spelling, focusing on:		conventions of Standard English capitalization, punctuation, and spelling when writing.	
<b>1.W.6.2a: Capitalization</b> – Capitalizing the first word of a sentence, dates, names of people, and the pronoun <i>I</i> .	<b>1.6.7:</b> Capitalize the first word of a sentence, names of people, and the pronoun <i>I</i> .	<b>1.L.2a:</b> Capitalize dates and names of people.	
<b>1.W.6.2b: Punctuation</b> – <ul style="list-style-type: none"> <li>• Correctly using a period, question mark, and exclamation mark at the end of a sentence.</li> <li>• Using commas in dates and to separate items in a series.</li> </ul>	<b>1.1.3:</b> Recognize that sentences start with capital letters and end with punctuation, such as periods, question marks, and exclamation points.  <b>1.6.6:</b> Correctly use periods (I am five.), exclamation points (Help!), and question marks (How old are you?) at the end of sentences.	<b>1.L.2b:</b> Use end punctuation for sentences. <b>1.L.2c:</b> Use commas in dates and to separate single words in a series.	
<b>1.W.6.2c: Spelling</b> – <ul style="list-style-type: none"> <li>• Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.</li> <li>• Correctly spelling words with common spelling patterns.</li> <li>• Correctly spelling common irregularly- spelled, grade-appropriate high- frequency words.</li> </ul>	<b>1.6.8:</b> Spell correctly three- and four-letter words (can, will) and grade-level-appropriate sight words (red, fish).	<b>1.L.2d:</b> Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  <b>1.L.2e:</b> Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	



Indiana Academic Standards 2014	Indiana Academic Standards 2006	Indiana Common Core State Standards 2010	Differences from Previous Standards
<b>SPEAKING &amp; LISTENING</b>			
<p><b>1.SL.1:</b> Listen actively and adjust the use of spoken language (e.g., <i>vocabulary</i>) to communicate effectively with a variety of audiences and for different purposes.</p>		<p><b>1.SL.6:</b> Produce complete sentences when appropriate to task and situation.</p>	<p><i>This IAS 2014 Learning Outcome is an umbrella standard that requires students to adjust register to communicate effectively with a variety of audiences and for different purpose rather than demonstrate command of formal English.</i></p>
<p><b>1.SL.2.1.:</b> Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.</p>		<p><b>1.SL.1:</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p>	
<p><b>1.SL.2.2:</b> <i>Standard begins in third grade.</i></p>			
<p><b>1.SL.2.3:</b> Listen to others, take turns speaking about the topic, and add one’s own ideas in small group discussions or tasks.</p>		<p><b>1.SL.1a:</b> Follow agreed-upon rules for discussions</p>	<p><i>IAS 2014 increases the expectation by requiring students to add one’s own ideas in small group discussions or tasks.</i></p>
<p><b>1.SL.2.4:</b> Ask questions to clarify information about topics and texts under discussion.</p>		<p><b>1.SL.1c:</b> Ask questions to clear up any confusion about the topics and texts under discussion</p>	
<p><b>1.SL.2.5:</b> Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p>		<p><b>1.SL.1b:</b> Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p>	
<p><b>1.SL.3.1:</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p><b>1.7.4:</b> Stay on the topic when speaking.</p>	<p><b>1.SL.2:</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	
<p><b>1.SL.3.2:</b> Ask and answer questions about what a speaker says to clarify something that is not understood.</p>		<p><b>1.SL.3:</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	
<p><b>1.SL.4.1:</b> Speaking audibly and using</p>	<p><b>1.7.6:</b> Recite poems, rhymes, songs, and</p>	<p><b>1.SL.4:</b> Describe people, places, things,</p>	<p><i>IAS 2014 increases the expectation by</i></p>



appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.	stories. <b>1.7.9:</b> Provide descriptions with careful attention to sensory detail.	and events with relevant details, expressing ideas and feelings clearly.	<i>requiring students to speak audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail.</i>
<b>1.SL.4.2:</b> Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.	<b>1.7.10:</b> Use visual aids, such as pictures and objects, to present oral information.	<b>1.SL.5:</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	
<b>1.SL.4.3:</b> Give and follow three- and four-step directions.	<b>1.7.3:</b> Give, restate, and follow simple two-step directions.		<i>IAS 2014 adds the expectation of requiring students to give and follow three- and four-step directions.</i>



Indiana Academic Standards 2014	Indiana Academic Standards 2006	Indiana Common Core State Standards 2010	Differences from Previous Standards
<b>MEDIA LITERACY</b>			
<b>1.ML.1:</b> Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.			<i>This IAS 2014 Learning Outcome is an umbrella standard that clarifies the expectation that students are able to critically analyze information used for a variety of purposes, not just persuasion.</i>
<b>1.ML.2.1:</b> Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard, or viewed.			<i>This standard is <b>NEW!</b></i>
<b>1.ML.2.2:</b> <i>Standard begins in fifth grade.</i>			