



**Indiana Academic Standards 2014**  
**Kindergarten 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>K.RF.1:</b> Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills.</p>	<p><b>K.1.3:</b> Understand that printed materials provide information</p>	<p><b>K.RF.1:</b> Demonstrate understanding of the organization and basic features of print</p> <p><b>K.RI.5:</b> Identify the front cover, back cover, and title page of a book.</p>	<p><i>This IAS 2014 learning objective is an umbrella standard; focus skills are listed individually.</i></p>
<p><b>K.RF.2.1:</b> Demonstrate understanding that print moves from left to right, across the page and from top to bottom.</p>	<p><b>K.1.2:</b> Follow words from left to right and from top to bottom on the printed page</p>	<p><b>K.RF.1a:</b> Follow words from left to right, top to bottom, and page by page</p>	
<p><b>K.RF.2.2:</b> Recognize that written words are made up of sequences of letters.</p>		<p><b>K.RF.1b:</b> Recognize that spoken words are represented in written language by specific sequences of letters</p>	
<p><b>K.RF.2.3:</b> Recognize that words are combined to form sentences.</p>	<p><b>K.1.4:</b> Recognize that sentences in print are made up of separate words.</p>	<p><b>K.RF.1c:</b> Understand that words are separated by spaces in print.</p>	
<p><b>K.RF.2.4:</b> Identify and name all uppercase (capital) and lowercase letters of the alphabet.</p>		<p><b>K.RF.1d:</b> Recognize and name all upper- and lowercase letters of the alphabet</p>	
<p><b>K.RF.3.1:</b> Identify and produce rhyming words.</p>	<p><b>K.1.10:</b> Say rhyming words in response to an oral prompt.</p>	<p><b>K.RF.2a:</b> Recognize and produce rhyming words</p>	
<p><b>K.RF.3.2:</b> Orally pronounce, blend, and segment words into syllables.</p>	<p><b>K.1.13:</b> Count the number of syllables in words.</p>	<p><b>K.RF.2b:</b> Count, pronounce, blend, and segment syllables in spoken words</p>	
<p><b>K.RF.3.3:</b> Orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in words.</p>		<p><b>K.RF.2c:</b> Blend and segment onsets and rimes of single-syllable spoken words.</p>	
<p><b>K.RF.3.4:</b> Tell the order of sounds heard in words with two or three phonemes,</p>	<p><b>K.1.7:</b> Listen to two or three phonemes (sounds) when they are read aloud, and</p>	<p><b>K.RF.2d:</b> Isolate and pronounce the initial, medial vowel, and final sounds</p>	



and identify the beginning, middle (medial) and final sounds.	tell the number of sounds heard, whether they are the same or different, and the order.	(phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.	
<b>K.RF.3.5:</b> Add, delete, or substitute sounds to change words.	<b>K.1.8:</b> Listen and say the changes in spoken syllables and words with two or three sounds when one sound is added, substituted, omitted, moved, or repeated.	<b>K.RF.2e:</b> Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	
<b>K.RF.4.1:</b> Use letter-sound knowledge to decode the sound of each consonant (e.g., <i>dog</i> = /d/ /g/; <i>soap</i> = /s/ /p/).	<b>K.1.14:</b> Match all consonant sounds to appropriate letters.	<b>K.RF.3a:</b> Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant	
<b>K.RF.4.2:</b> Blend consonant-vowel-consonant (CVC) sounds to make words.	<b>K.1.9:</b> Listen to and say consonant-vowel-consonant (cvc) sounds and blend the sounds to make words		
<b>K.RF.4.3:</b> Recognize the long and short sounds for the five major vowels.		<b>K.RF.3b:</b> Associate the long and short sounds with the common spellings (graphemes) for the five major vowels	
<b>K.RF.4.4:</b> Read common high-frequency words by sight (e.g., <i>a, my</i> ).	<b>K.1.15:</b> Read one-syllable and high-frequency (often-heard) words by sight.	<b>K.RF.3c:</b> Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i> )	
<b>K.RF.4.5:</b> Identify similarities and differences in words (e.g., <i>word endings, onset and rime</i> ) when spoken or written.		<b>K.RF.3d:</b> Distinguish between similarly spelled words by identifying the sounds of the letters that different	
<b>K.RF.4.6: Standard begins at first grade.</b>			
<b>K.RF.5:</b> Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.		<b>K.RF.4:</b> Read emergent-reader texts with purpose and understanding	<i>IAS 2014 increases the expectation by requiring students to maintain an appropriate pace and using self-correcting strategies while reading.</i>



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<b>READING: Literature</b>			
<b>K.RL.1:</b> Actively engage in group reading activities with purpose and understanding.		<b>K.RL.10:</b> Actively engage in group reading activities with purpose and understanding.	<i>This IAS 2014 Learning Outcome is an umbrella standard that clarifies the expectation that students are actively engaged in group reading activities with purpose and understanding.</i>
<b>K.RL.2.1:</b> With support, ask and answer questions about main topics and key details in a text heard or read.		<b>K.RL.1:</b> With prompting and support, ask and answer questions about key details in a text.  <b>K.L1d:</b> Understand and use question words (interrogatives)	
<b>K.RL.2.2:</b> With support, retell familiar stories, poems, and nursery rhymes, including key details.		<b>K.RL.2:</b> With prompting and support, retell familiar stories, including key details.	
<b>K.RL.2.3:</b> Identify important elements of the text (e.g., <i>characters, settings, or events</i> ).	<b>K.3.3:</b> Identify characters, settings, and important events in a story.	<b>K.RL.3:</b> With prompting and support, identify characters, settings, and major events in a story.	
<b>K.RL.2.4:</b> Make predictions about what will happen in a story.	<b>K.2.2:</b> Use pictures and context to aid comprehension and to draw conclusions or make predictions about story content.		<i>IAS 2014 includes this standard from IAS 2006.</i>
<b>K.RL.3.1:</b> Recognize familiar narrative text genres (e.g., <i>fairy tales, nursery rhymes, storybooks</i> ).		<b>K.RL.5:</b> Recognize common types of texts (e.g., storybooks, poems).	
<b>K.RL.3.2:</b> With support, define the role of the author and illustrator of a story in telling the story.		<b>K.RL.6:</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	<i>IAS 2014 shifts the expectation by requiring students to define the role of the author and illustrator of a story in telling the story.</i>
<b>K.RL.4.1:</b> With support, describe the relationship between illustrations and the story in which they appear.		<b>K.RL.7:</b> With prompting and support, describe the relationship between illustrations and the story in which they appear.	
<b>K.RL.4.2:</b> With support, compare and		<b>K.RL.9:</b> With prompting and support,	



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contrast the adventures and experiences of characters in familiar stories.		compare and contrast the adventures and experiences of characters in familiar stories.	
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<b>READING: Nonfiction</b>			
<b>K.RN.1:</b> Actively engage in group reading activities with purpose and understanding.		<b>K.RI.10:</b> Actively engage in group reading activities with purpose and understanding.	<i>This IAS 2014 Learning Outcome is an umbrella standard that clarifies the expectation that students are actively engaged in group reading activities with purpose and understanding.</i>
<b>K.RN.2.1:</b> With support, ask and answer questions about important elements of a text (e.g., <i>events, topics, concepts</i> ).		<b>K.RI.1:</b> With prompting and support, ask and answer questions about key details in a text.  <b>K.L1d:</b> Understand and use question words (interrogatives)	<i>IAS 2014 increases the expectation by requiring students to ask and answer questions about important elements of a text.</i>
<b>K.RN.2.2:</b> With support, retell the main idea and key details of a text.		<b>K.RI.2:</b> With prompting and support, identify the main topic and retell key details of a text.	
<b>K.RN.2.3:</b> With support, describe the connection between two individuals, events, ideas, or pieces of information in a text.		<b>K.RI.3:</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	
<b>K.RN.3.1:</b> Identify text features of a nonfiction text (e.g., <i>title, author, illustrations</i> ) and describe the relationship between those features and the text in which they appear.	<b>K.2.1:</b> Locate the title and the name of the author of a book.	<b>K.RI.7:</b> With prompting and support, describe 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).	
<b>K.RN.3.2:</b> Recognize that a nonfiction text can be structured to describe a topic.			<i>This standard is <b>NEW!</b></i>
<b>K.RN.3.3:</b> <i>Standard begins at second grade</i>			
<b>K.RN.4.1:</b> With support, identify the reasons an author gives to support points in a text.		<b>K.RI.8:</b> With prompting and support, identify the reasons an author gives to support points in a text.	
<b>K.RN.4.2:</b> With support, identify basic		<b>K.RI.9:</b> With prompting and support,	



similarities in and differences between two texts on the same topic.		identify basic similarities in and differences between two texts on the same topic.	
<b>K.RN.4.3:</b> <i>Standard begins at sixth grade.</i>			



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<b>READING: Vocabulary</b>			
<p><b>K.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.</p>	<p><b>K.1.22</b> Listen to stories read aloud and use the vocabulary in those stories in oral language.</p>	<p><b>K.L.6:</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p><i>This IAS 2014 Learning Outcome is an umbrella standard that refers to content-specific rather than domain-specific language.</i></p>
<p><b>K.RV.2.1:</b> <i>Standard begins at first grade.</i></p>			
<p><b>K.RV.2.2:</b> Identify and sort pictures of objects into categories (e.g., <i>colors, shapes, opposites</i>).</p>	<p><b>K.1.20:</b> Identify and sort common words in basic categories.</p>	<p><b>K.L.5a:</b> Sort common objects into categories to gain a sense of the concepts the categories represent.</p>	
<p><b>K.RV.2.3:</b> <i>Standard begins at sixth grade.</i></p>			
<p><b>K.RV.2.4:</b> Recognize frequently occurring inflections (e.g., <i>look, looks</i>).</p>		<p><b>K.L.4b:</b> Use the most frequently occurring inflections and affixes.</p>	
<p><b>K.RV.2.5:</b> <i>Standard begins at second grade.</i></p>			
<p><b>K.RV.3.1:</b> With support, ask and answer questions about unknown words in stories, poems, or songs.</p>		<p><b>K.RL.4:</b> Ask and answer questions about unknown words in a text.</p>	
<p><b>K.RV.3.2:</b> With support, ask and answer questions about unknown words in a nonfiction text.</p>		<p><b>K.RI.4:</b> With prompting and support, ask and answer questions about unknown words in a text.</p>	
<p><b>K.RV.3.3:</b> <i>Standard begins at third grade.</i></p>			



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<b>WRITING</b>			
<b>K.W.1:</b> Write for specific purposes and audiences.			<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>
<b>K.W.2.1:</b> Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.	<b>K.6.1:</b> Write capital and lowercase letters of the alphabet, correctly shaping and spacing the letters.	<b>K.L.1a:</b> Print many uppercase and lowercase letters.	<i>IAS 2014 increases the expectation by requiring students to write most uppercase and lowercase letters of the alphabet and correctly shaping and spacing the letters of the words.</i>
<b>K.W.2.2:</b> Write by moving from left to right and top to bottom.	<b>K.4.5:</b> Write by moving from left to right and from top to bottom.		<i>IAS 2014 adds the expectation by requiring students to write by moving from left to right and top to bottom.</i>
<b>K.W.3.1:</b> Use words and pictures to provide logical reasons for suggesting that others follow a particular course of action.		<b>K.W.1:</b> Use 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 state an opinion or preference about the topic or book (e.g., My favorite book is...).	
<b>K.W.3.2:</b> Use words and pictures to develop a main idea and provide some information about a topic.		<b>K.W.2:</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	
<b>K.W.3.3:</b> Use words and pictures to narrate a single event or simple story, arranging ideas in order.	<b>K.4.3:</b> Write using pictures, letters, and words.	<b>K.W.3:</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loose linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	





		<b>K.SL.5:</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.	
<b>K.W.4:</b> Apply the writing process to – <ul style="list-style-type: none"> <li>With support, revise writing by adding simple details; review (edit) writing for format and conventions (e.g., <i>correct spelling of simple words, capitalization of the first word of the sentence</i>).</li> <li>Use available technology to produce and publish writing.</li> </ul>		<b>K.W.5:</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.  <b>K.W.6:</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers.	
<b>K.W.5:</b> With support, build understanding of a topic using various sources. <ul style="list-style-type: none"> <li>Identify relevant pictures, charts, grade- appropriate texts, personal experiences, or people as sources of information on a topic.</li> </ul>	<b>K.4.6:</b> Ask <i>how</i> and <i>why</i> questions about a topic of interest.  <b>K.4.7:</b> Identify pictures and charts as sources of information and begin gathering information from a variety of sources (books, technology).	<b>K.W.7:</b> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).  <b>K.W.8:</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	
<b>K.W.6.1:</b> Demonstrate command of English grammar and usage, focusing on:		<b>K.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>K.W.6.1a:Nouns/Pronouns</b> – Writing sentences that include singular and/or plural nouns (e.g., <i>dog/dogs, cat/cats</i> ).		<b>K.L.1b:</b> Use frequently occurring nouns and verbs.  <b>K.L.1c:</b> Form regular plural nouns orally by adding /s/ or /es/	
<b>K.W.6.1b: Verbs</b> – Writing sentences that include verbs.		<b>K.L.1b:</b> Use frequently occurring nouns and verbs.  <b>K.L.5b:</b> Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their	



		opposites (antonyms).  <b>K.L.1d:</b> Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	
<b>K.W.6.1c: Adjectives/ Adverbs</b> <i>Standard begins at second grade.</i>			
<b>K.W.6.1d: Prepositions</b> – <i>Standard begins at fourth grade.</i>			
<b>K.W.6.1e: Usage</b> – Recognizing that there are different kinds of sentences (e.g., <i>sentences that tell something, sentences that ask something, etc.</i> ).		<b>K.L.1f:</b> Produce and expand complete sentences in shared language activities	<i>IAS 2014 increases the expectation by requiring students to recognize that there are different kinds of sentences</i>
<b>K.W.6.2:</b> Demonstrate command of capitalization, punctuation, and spelling, focusing on:		<b>K.L.2:</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	<i>This IAS 2014 learning objective is an umbrella standard; focus skills are listed individually.</i>
<b>K.W.6.2a: Capitalization</b> – Capitalizing the first word in a sentence and the pronoun I.		<b>K.L.2a:</b> Capitalize the first word in a sentence and the pronoun I.	
<b>K.W.6.2b: Punctuation</b> – Recognizing and naming end punctuation.		<b>K.L.2b:</b> Recognize and name end punctuation.	
<b>K.W.6.2c: Spelling</b> – Spelling simple words phonetically, drawing on phonemic awareness.	<b>K.6.2:</b> Spell independently using an understanding of the sounds of the alphabet and knowledge of letter names.	<b>K.L.2c:</b> Write a letter or letters for most consonant and short-vowel sounds (phonemes).  <b>K.L.2d:</b> Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	



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<b>SPEAKING &amp; LISTENING</b>			
<p><b>K.SL.1:</b> Listen actively and communicate effectively with a variety of audiences and for different purposes.</p>			<p><i>This IAS 2014 Learning Outcome is an umbrella standard that requires students to listen actively and communicate effectively with a variety of audiences and for different purpose rather than demonstrate command of formal English.</i></p>
<p><b>K.SL.2.1</b> Participate in collaborative conversations about topics and texts with peers and adults in small and larger groups.</p>		<p><b>K.SL.1:</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p>	
<b>K.SL.2.2: Standard begins in third grade.</b>			
<p><b>K.SL.2.3:</b> Listen to others, take turns speaking, and add one’s own ideas to small group discussions or tasks.</p>		<p><b>K.SL.1a:</b> Follow agreed-upon rules for discussions</p>	<p><i>IAS 2014 adds the expectation by requiring students to add one’s own ideas to small group discussions or tasks.</i></p>
<p><b>K.SL.2.4:</b> Ask questions to seek help, get information, or clarify something that is not understood.</p>		<p><b>K.SL.3:</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	
<p><b>K.SL.2.5:</b> Continue a conversation through multiple exchanges.</p>	<p><b>K.7.2:</b> Share information and ideas, speaking in complete, coherent sentences.</p>	<p><b>K.SL.1b:</b> Continue a conversation through multiple exchanges.</p>	
<p><b>K.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>K.SL.2:</b> Confirm 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.</p>	
<p><b>K.SL.3.2:</b> Ask appropriate questions about what a speaker says</p>		<p><b>K.SL.3:</b> Ask and answer questions in order to seek help, get information, or clarify something that is not</p>	



		understood.	
<b>K.SL.4.1:</b> Speaking audibly, recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events and, with support, provide additional details.	<b>K.7.3:</b> Describe people, places, things (including their size, color, and shape), locations, and actions. <b>K.7.4</b> Recite short poems, rhymes, and songs.	<b>K.SL.6:</b> Speak audibly and express thoughts, feelings, and ideas clearly.  <b>K.SL.4:</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	
<b>K.SL.4.2:</b> <i>Standard begins in first grade.</i>			
<b>K.SL.4.3:</b> Give, restate, and follow simple two- step directions.	<b>K.7.1:</b> Understand and follow one- and two-step spoken directions.		<i>IAS 2014 adds the expectation by requiring students to give, restate, and follow simple two-step directions.</i>



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<b>MEDIA LITERACY</b>			
<b>K.ML.1:</b> Recognize various types of media.			<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>K.ML.2.1:</b> Recognize common signs and logos and identify commercials or advertisements.	<b>K.1.21:</b> Identify common signs and symbols.		<i>IAS 2014 adds the expectation by requiring students to identify commercials or advertisements.</i>
<b>K.ML.2.2:</b> Standard begins in fifth grade.			