



First Grade English/Language Arts 2016

Indiana Academic Standards

Content Connectors

Reading: Literature	
1.RL.1: With support, read and comprehend literature that is grade-level appropriate.	1.RL.1.a.1: With support, read a variety of literature.
1.RL.2.1: Ask and answer questions about main idea and key details in a text.	1.RL.2.1.a.1: Choose, find, or label the story elements (e.g., who was the story about; where did the story happen) to demonstrate understanding of character, setting, and plot in a text, with support.
1.RL.2.2: Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson.	1.RL.2.2.a.1: Choose, find, or label the beginning, middle, and ending of stories, including fables and fairy tales. 1.RL.2.1.a.2: Retell the central message or lesson.
1.RL.2.3: Using key details, identify and describe the elements of plot, character, and setting.	1.RL.2.3.a.1: Identify the characters in a story. 1.RL.2.3.a.2: Identify the setting of the story.
1.RL.2.4: Make and confirm predictions about what will happen next in a story.	1.RL.2.4.a.1: Make predictions about what will happen next in a story.
1.RL.3.1: Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).	1.RL.3.1.a.1: Identify the genre of a given text (e.g., fairy tales, nursery rhymes, storybooks).
1.RL.3.2: Identify who is telling the story at various points in a text.	1.RL.3.2.a.1: With support, identify who is telling the story at various points in a text.
1.RL.4.1: Use illustrations and details in a story to describe its characters, setting, or events.	1.RL.4.1.a.1: Identify detail(s) of a character based on the illustrations or attributes given in a story. 1.RL.4.1.a.2: Identify the setting based on the illustrations or attributes given in a story.
1.RL.4.2: Compare and contrast the adventures and experiences of characters in stories.	1.RL.4.2.a.1: Choose or match characters to their event within a story.
Reading: Nonfiction	



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1.RN.1: With support, read and comprehend nonfiction that is grade-level appropriate.	1.RN.1.a.1: With support, read a variety of nonfiction texts.
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1.RN.2.1: Ask and answer questions about key details to clarify and confirm understanding of a text.	1.RN.2.1.a.1: Choose, find, or label details in a text, with support.
1.RN.2.2: Retell main ideas and key details of a text.	1.RN.2.2.a.1: Retell the main idea of a text. 1.RN.2.2.a.2: Retell the detail(s) of a text.
1.RN.2.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.	1.RN.2.3.a.1: With support, describe the connection between two individuals, events, or ideas in a text.
1.RN.3.1: Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.	1.RN.3.1.a.1: Locate various text features (e.g., table of contents, glossary, illustrations) in a text.
1.RN.3.2: Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship.	1.RN.3.2.a.1: Identify how a nonfiction text can be order to demonstrate order (e.g. sequential, first, next, last or beginning, middle and end). 1.RN.3.2.a.2: Identify how a nonfiction text can be structured to explain a simple cause and effect relationship (e.g. first, then).
1.RN.3.3: Standard begins at second grade.	1.RN.3.3.a.1: With guidance and support, identify the speaker in a text.
1.RN.4.1: Identify the reasons the author gives to support points in a text.	1.RN.4.1.a.1: With guidance and support, choose the reasons the author gives to support points in a text.
1.RN.4.2: Identify basic similarities in and differences between two texts on the same topic.	1.RN.4.2.a.1: With guidance and support, list basic similarities between two texts on the same topic. 1.RN.4.2.a.2: With guidance and support, list basic differences between two texts on the same topic.
Reading: Vocabulary	
1.RV.1: 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.	1.RV.1.a.1: With support, use and express vocabulary related to literature and nonfiction texts.



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1.RV.2.1: Demonstrate understanding that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.	1.RV.2.1.a.1: With guidance and support, locate the glossary and illustrations to help understand unknown words.
1.RV.2.2: Define and sort words into categories (e.g., antonyms, living things, synonyms).	1.RV.2.2.a.1: With guidance and support, sort words into categories (antonyms, living things, synonyms, etc.).



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1.RV.2.4: Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknown word.	1.RV.2.4.a.1: With guidance and support, use frequently occurring affixes as clues to the meaning of an unknown word. 1.RV.2.4.a.2: With guidance and support, recognize and use roots and their inflections, as clues to the meaning of an unknown word.
1.RV.3.1: Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell).	1.RV.3.1.a.1: With guidance and support, identify words or phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell).
1.RV.3.2: Ask and answer questions to help determine or clarify the meaning of words and phrases in a nonfiction text.	1.RV.3.2.a.1: With guidance and support, determine the meaning of words or phrases in a nonfiction text.



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Writing: Genres	
1.W.1: Write routinely over brief time frames and for a variety of purposes and audiences.	1.W.1.a.1: With guidance and support, write over brief time frames and for a variety of purposes.
1.W.2.1: Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.	1.W.2.1.a.1: With guidance and support, write uppercase and lowercase letters.
1.W.2.2: Students are expected to build upon and continue applying concepts learned previously.	1.W.2.2.a.1: Students are expected to build upon and continue applying concepts learned previously.
1.W.3.1: 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.	1.W.3.1.a.1: With guidance and support, write sentences to a particular audience (e.g., a parent, classmate, etc.)
1.W.3.2: Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.	1.W.3.2.a.1: With guidance and support, write a sentence about a topic of interest. 1.W.3.2.a.2: With guidance and support, provide a detail(s) about a main idea.
1.W.3.3: 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.	1.W.3.3.a.1: With guidance and support, using sequence and precise words to describe characters or actions for story writing purposes (e.g. first, then, last).



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<p>1.W.4: Apply the writing process to –</p> <ul style="list-style-type: none">• With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers.• Use available technology to publish legible documents.	<p>1.W.4.a.1: With guidance and support, outline the beginning, middle, and end to a story.</p> <p>1.W.4.a.2: With guidance and support, select the correct spelling, capitalization, and punctuation of words and phrases from a list of up to three choices.</p> <p>1.W.4.a.3: With guidance and support, use available technology to publish legible documents.</p>
<p>1.W.5: With support, conduct simple research on a topic.</p> <ul style="list-style-type: none">• Identify several sources of information and indicate the sources.• Organize information, using graphic organizers or other aids.• Make informal presentations on information gathered.	<p>1.W.5.a.1: With guidance and support, use several sources to find information on a topic to make an informal presentation.</p>



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<p>1.W.6.1a: Nouns/Pronouns - Writing sentences that include common and proper nouns and personal pronouns.</p>	<p>1.W.6.1a.1: Nouns/Pronouns - Identify common and proper nouns and personal nouns within a sentence.</p> <p>1.W.6.1.a.2: Nouns/Pronouns - With guidance and support, write a simple sentence(s) with a common and/or proper nouns and personal noun(s).</p>
<p>1.W.6.1b: Verbs - Writing sentences using verbs to convey a sense of past, present, and future.</p>	<p>1.W.6.1b.a.1: Verbs - With guidance and support, write a sentence using verbs to convey a sense of past or present.</p> <p>1.W.6.1b.a.2: Verbs - With guidance and support, write a sentence using verbs to convey a sense of future.</p>
<p>1.W.6.1c: Adjectives/Adverbs - Standard begins at second grade.</p>	<p>1.W.6.1c.a.1: Identify common adjectives and adverbs.</p>
<p>1.W.6.1e: Usage - Writing complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p>1.W.6.1e.a.1: With guidance and support, write a simple declarative sentence.</p> <p>1.W.6.1e.a.2: With guidance and support, write a simple interrogative sentence.</p> <p>1.W.6.1e.a.3: With guidance and support, write a simple imperative sentence.</p> <p>1.W.6.1e.a.4: With guidance and support, write a simple exclamatory sentence.</p>
<p>1.W.6.2a: Capitalization - Capitalizing the first word of a sentence, dates, names of people, and the pronoun <i>I</i>.</p>	<p>1.W.6.2a.a.1: Capitalize the first word of a sentence.</p> <p>1.W.6.2a.a.2: Capitalize dates.</p> <p>1.W.6.2a.a.3: Capitalize names of people and the pronoun <i>I</i>.</p>
<p>1.W.6.2b: Punctuation -</p> <ul style="list-style-type: none"> • Correctly using a period, question mark, and exclamation mark at the end of a sentence. • Using commas in dates and to separate items in a series. 	<p>1.W.6.2b.a.1: Use a period, question mark, and exclamation mark at the end of a sentence.</p>



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<p>1.W.6.2c: Spelling -</p> <ul style="list-style-type: none">• Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.• Correctly spelling words with common spelling patterns.• Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words.	<p>1.W.6.2c.a.1: Apply letter name and letter sound knowledge in decoding words.</p> <p>-</p>
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Speaking and Listening	
1.SL.1: Listen actively and adjust the use of spoken language (e.g., vocabulary) to communicate effectively with a variety of audiences and for different purposes.	1.SL.1.a.1: Attend to and adjust the use of language (e.g., vocabulary) to communicate effectively with a variety of audiences and for different purposes.
1.SL.2.1: Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.	1.SL.2.1.a.1: Have direct communication opportunities with adults and same-aged peers in small and larger groups.
1.SL.2.2: Standard begins in third grade.	1.SL.2.2.a.1: Be prepared to participate in a discussion with at least one other person.
1.SL.2.3: Listen to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks.	1.SL.2.3.a.1: Attend to others when communicating. 1.SL.2.3.a.2: Add one's own ideas in small group discussions.
1.SL.2.4: Ask questions to clarify information about topics and texts under discussion.	1.SL.2.4.a.1: Ask questions to clarify information about topics and texts under discussion.
1.SL.2.5: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	1.SL.2.5.a.1: Add or respond to comments during a discussion.
1.SL.3.1: Ask and answer questions about key details in a text read aloud or information presented orally or through media.	1.SL.3.1.a.1: Ask and answer questions about information presented auditorially, visually or through media/technology.
1.SL.3.2: Ask and answer questions about what a speaker says to clarify something that is not understood.	1.SL.3.2.a.1: Ask questions about the speaker's topic.
1.SL.4.1: Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.	1.SL.4.1.a.1: Using preferred mode of communication, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, and events.



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1.SL.4.2: Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.	1.SL.4.2.a.1: With guidance and support, add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.
1.SL.4.3: Give and follow three- and four-step directions.	1.SL.4.3.a.1: With guidance and support, follow three and four-step directions. 1.SL.4.3.a.2: With guidance and support, give three or four-step directions.



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Media Literacy	
1.ML.1: Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.	1.ML.1.a.1: Recognize that the role of media is to inform, entertain, or persuade the audience.
1.ML.2.1: Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard, or viewed.	1.ML.2.1.a.1: With guidance and support, demonstrate an understanding of media, by asking appropriate questions about what is read, heard, or viewed. 1.ML.2.1a.2: With guidance and support, demonstrate an understanding of media by answering appropriate questions about what is read, heard, or viewed.