



Dr. Jennifer McCormick
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

Working Together for Student Success



Indiana Academic Standards English Language Arts: Grade 1 Crosswalk

2014 Standard Language	2020 Standard Language	Changes
First Grade- Reading Foundations		
Print Concepts		
<p>1.RF.2.1 Students are expected to build upon and continue applying concepts learned previously.</p>	<p>1.RF.2.1 Students are expected to build upon and continue applying concepts learned previously. K.RF.2.1 Demonstrate understanding that print moves from left to right across the page and from top to bottom.</p>	<p>Added kindergarten standard as a reference</p>
<p>1.RF.2.2 Students are expected to build upon and continue applying concepts learned previously.</p>	<p>1.RF.2.2 Students are expected to build upon and continue applying concepts learned previously. K.RF.2.2 Recognize that written words are made up of sequences of letters.</p>	<p>Added kindergarten standard as a reference</p>
<p>1.RF.2.3 Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).</p>	<p>1.RF.2.3 Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).</p>	<p>No change</p>
<p>1.RF.2.4 Learn and apply knowledge of alphabetical order.</p>	<p>1.RF.2.4 Learn and apply knowledge of alphabetical order.</p>	<p>No change</p>
Phonological Awareness		
<p>1.RF.3.1 Students are expected to build upon and continue applying concepts learned previously.</p>	<p>1.RF.3.1 Produce rhyming words.</p>	<p>Added standard to continue rhyming from kindergarten</p>
<p>1.RF.3.2 Blend sounds, including consonant blends, to</p>	<p>1.RF.3.2 Blend sounds, including consonant blends, to</p>	<p>No change</p>

produce single- and multi-syllable words.	produce single- and multi-syllable words.	
1.RF.3.3 Add, delete, or substitute sounds to change single-syllable words.	1.RF.3.3 Orally blend sounds in words.	Changed to built upon standard from kindergarten
1.RF.3.4 Distinguish beginning, middle (medial), and final sounds in single-syllable words.	1.RF.3.4 Distinguish beginning, middle (medial), and final sounds in single-syllable words.	No change
1.RF.3.5 Segment the individual sounds in one-syllable words.	1.RF.3.5 Segment the individual sounds in one-syllable words.	No change
Phonics		
1.RF.4.1 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.	1.RF.4.1 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.	No change
1.RF.4.2 Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.	1.RF.4.2 Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.	No change
1.RF.4.3 Apply knowledge of final –e and common vowel teams (vowel digraphs) for representing long vowel sounds.	1.RF.4.3 Apply knowledge of final –e and common vowel teams (vowel digraphs) for representing long vowel sounds.	No change
1.RF.4.4 Recognize and read	1.RF.4.4 Recognize and read	

common and irregularly spelled high-frequency words by sight (e.g., have, said).	common and irregularly spelled high-frequency words by sight (e.g., have, said).	No change
1.RF.4.5 Read words in common word families (e.g., -at, -ate).	1.RF.4.5 Read words in common word families (e.g., -at, -ate).	No change
1.RF.4.6 Read grade-appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s, -er, -est), and simple compound words (e.g., cupcake) and contractions (e.g., isn't).	1.RF.4.6 Read grade-appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s, -er, -est), and simple compound words (e.g., cupcake) and contractions (e.g., isn't).	No change
Fluency		
1.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	1.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	No change

2014 Standard Language	2020 Standard Language	Changes
First Grade- Reading Literature		
Key Ideas and Textual Support		
1.RL.2.1 Ask and answer questions about main idea and key details in a text.	1.RL.2.1 Ask and answer questions about main idea and key details in a text.	No change
1.RL.2.2 Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of	1.RL.2.2 Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of	No change

their central message or lesson.	their 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 Using key details, identify and describe the elements of plot, character, and setting.	No change
1.RL.2.4 Make and confirm predictions about what will happen next in a story.	1.RL.2.4 Make and confirm predictions about what will happen next in a story.	No change
Structural Elements and Organization		
1.RL.3.1 Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).	1.RL.3.1 Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).	No change
1.RL.3.2 Identify who is telling the story at various points in a text.	1.RL.3.2 Identify who is telling the story at various points in a text.	No change
Synthesis and Connection of Ideas		
1.RL.4.1 Use illustrations and details in a story to describe its characters, setting, or events.	1.RL.4.1 Use illustrations and details in a story to describe its characters, setting, or events.	No change
1.RL.4.2 Compare and contrast the adventures and experiences of characters in stories.	1.RL.4.2 Compare and contrast the adventures and experiences of characters in stories.	No change

2014 Standard Language	2020 Standard Language	Changes
First Grade- Reading Nonfiction		

Key Ideas and Textual Support		
1.RN.2.1 Ask and answer questions about key details to clarify and confirm understanding of a text.	1.RN.2.1 Ask and answer questions about key details to clarify and confirm understanding of a text.	No change
1.RN.2.2 Retell main ideas and key details of a text.	1.RN.2.2 Retell main ideas and key details of a text.	No change
1.RN.2.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	1.RN.2.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	No change
Structural Elements and Organization		
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 Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.	No change
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 Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship.	No change
1.RN.3.3 Standard begins at second grade	1.RN.3.3 Standard begins at second grade. 2.RN.3.3: Identify what the author wants to answer, explain, or describe in the text.	Added second grade standard as a reference
Structural Elements and Organization		
1.RN.4.1 Identify the reasons the author gives to support points in a text.	1.RN.4.1 Identify the reasons the author gives to support points in a text.	No change

1.RN.4.2 Identify basic similarities in and differences between two texts on the same topic.	1.RN.4.2 Identify basic similarities in and differences between two texts on the same topic.	No change
1.RN.4.3 Standard begins at sixth grade.	1.RN.4.3 Standard begins at sixth grade. 6.RN.4.3: Compare and contrast one author's presentation of events with that of another.	Added sixth grade standard as a reference

2014 Standard Language	2020 Standard Language	Changes
First Grade- Reading Vocabulary		
Vocabulary Building		
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 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.	No change
1.RV.2.2 Define and sort words into categories (e.g., antonyms, living things, synonyms).	1.RV.2.2 Define and sort words into categories (e.g., antonyms, living things, synonyms).	No change
1.RV.2.3 Standard begins at sixth grade.	1.RV.2.3 Standard begins at sixth grade. 6.RV.2.3: Distinguish among the connotations of words with similar denotations.	Added sixth grade standard as a reference

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 Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknown word.	No change
1.RV.2.5 Standard begins at second grade.	1.RV.2.5 Standard begins at second grade. 2.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.	Added second grade standard as a reference
Vocabulary in Literature and Nonfiction Texts		
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 Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell).	No change
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 Ask and answer questions to help determine or clarify the meaning of words and phrases in a nonfiction text.	No change
1.RV.3.3 Standard begins at third grade.	1.RV.3.3 Standard begins at third grade. 3.RV.3.3: Recognize the meanings of idioms in context.	Added third grade standard as a reference

2014 Standard Language	2020 Standard Language	Changes
First Grade- Writing		
Handwriting		
1.W.2.1 Write all uppercase	1.W.2.1 Write all uppercase	No change

(capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.	(capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.	
1.W.2.2 Students are expected to build upon and continue applying concepts learned previously.	1.W.2.2 Students are expected to build upon and continue applying concepts learned previously. K.W.2.2 Write by moving from left to right and top to bottom.	Added kindergarten standard as a reference
Writing Genres: Argumentative, Informative, and Narrative		
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 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.	No change
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 Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.	No change
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 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.	No change
The Writing Process		
1.W.4 Apply the writing process to – • With support, develop, select and organize ideas relevant to	1.W.4 Apply the writing process to – • With support, develop, select and organize ideas relevant to	No change

<p>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.</p> <ul style="list-style-type: none"> • Use available technology to publish legible documents. 	<p>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.</p> <ul style="list-style-type: none"> • Use available technology to produce and publish legible documents. 	
<p>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</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 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>No change</p>
<p>Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</p>		
<p>1.W.6.1 Demonstrate command of English grammar and usage, focusing on:</p>	<p>1.W.6.1 Demonstrate command of English grammar and usage, focusing on:</p>	<p>No change</p>
<p>1.W.6.1a Nouns/Pronouns – Writing sentences that include common and proper nouns and personal pronouns.</p>	<p>1.W.6.1a Nouns/Pronouns – Writing sentences that include common and proper nouns and personal pronouns.</p>	<p>No change</p>
<p>1.W.6.1b Verbs – Writing sentences using verbs to</p>	<p>1.W.6.1b Verbs – Writing sentences using verbs to</p>	<p>No change</p>

convey a sense of past, present, and future.	convey a sense of past, present, and future.	
1.W.6.1c Adjectives/ Adverbs – Standard begins at second grade.	1.W.6.1c Adjectives/ Adverbs – Standard begins at second grade. 2.W.6.1c: Adjectives/ Adverbs – Writing sentences that use adjectives and adverbs.	Added second grade standard as a reference
1.W.6.1d Prepositions – Standard begins at fourth grade.	1.W.6.1d Prepositions – Standard begins at fourth grade. 4.W.6.1d: Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence.	Added fourth grade standard as a reference
1.W.6.1e Usage – Writing complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	1.W.6.1e Usage – Writing complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	No change
1.W.6.2 Demonstrate command of capitalization, punctuation, and spelling, focusing on:	1.W.6.2 Demonstrate command of capitalization, punctuation, and spelling, focusing on:	No change
1.W.6.2a Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I.	1.W.6.2a Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I.	No change
1.W.6.2b Punctuation – • 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.	1.W.6.2b Punctuation – • 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.	No change

<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 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>No change</p>
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2014 Standard Language	2020 Standard Language	Changes
First Grade- Speaking and Listening		
Discussion and Collaboration		
<p>1.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.</p>	<p>1.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.</p>	<p>No change</p>
<p>1.SL.2.2 Standard begins in third grade.</p>	<p>1.SL.2.2 Standard begins in third grade. 3.SL.2.2: Explore ideas under discussion by drawing on readings and other information.</p>	<p>Added third grade standard as a reference</p>
<p>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.</p>	<p>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.</p>	<p>No change</p>
<p>1.SL.2.4 Ask questions to clarify information about topics</p>	<p>1.SL.2.4 Ask questions to clarify information about topics</p>	<p>No change</p>

and texts under discussion.	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 Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	No change
Comprehension		
1.SL.3.1 Ask and answer questions about what a speaker says to clarify something that is not understood.	1.SL.3.1 Ask and answer questions about what a speaker says to clarify something that is not understood.	No change
1.SL.3.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	1.SL.3.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	No change
Presentation of Knowledge and Ideas		
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 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.	No change
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 Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.	No change
1.SL.4.3 Give and follow three- and four-step directions.	1.SL.4.3 Give and follow three- and four-step directions.	No change

2014 Standard Language	2020 Standard Language	Changes
First Grade- Media Literacy		
Media Literacy		
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 Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard, or viewed.	No change
1.ML.2.2 Standard begins in fifth grade.	1.ML.2.2 Standard begins in fifth grade. 5.ML.2.2: Identify the role of the media in focusing people's attention on events and in forming their opinions on issues.	Added fifth grade standard as a reference