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Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

Working Together for Student Success



Indiana Academic Standards English Language Arts: Grade 1



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Introduction

The Indiana Academic Standards for English Language Arts are the result of a process designed to identify, evaluate, synthesize, and create the highest quality, rigorous standards for Indiana students. The standards are designed to ensure that all Indiana students, upon graduation, are prepared for both college and career opportunities. In alignment with Indiana's Every Student Succeeds Act (ESSA) plan, the academic standards reflect the core belief that all students can achieve at a high level.

What are the Indiana Academic Standards?

The Indiana Academic Standards are designed to help educators, parents, students, and community members understand what students need to know and be able to do at each grade level, and within each content strand, in order to exit high school college and career ready. The academic standards should form the basis for strong Tier 1 instruction at each grade level and for each content area for all students, in alignment with Indiana's vision for Multi-Tiered Systems of Supports (MTSS). While the standards have identified the academic content or skills that Indiana students need in order to be prepared for both college and career, they are not an exhaustive list. Students require a wide range of physical, social, and emotional support in order to be successful. This leads to a second core belief outlined in Indiana's ESSA plan that learning requires an emphasis on the whole child.

While the standards may be used as the basis for curriculum, the Indiana Academic Standards are not a curriculum. Curricular tools, including textbooks, are selected by the district/school and adopted through the local school board. However, a strong standards-based approach to instruction is encouraged, as most curricula will not align perfectly with the Indiana Academic Standards. Additionally, attention should be given at the district and school level to the instructional sequence of the standards as well as to the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning - omitting one will certainly create gaps - but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. The Indiana Academic Standards must also be complemented by robust, evidence-based instructional practices, geared to the development of the whole child. By utilizing well-chosen instructional practices, social-emotional competencies and employability skills can be developed in conjunction with the content standards.

Acknowledgments

The Indiana Academic Standards could not have been developed without the time, dedication, and expertise of Indiana's K-12 teachers, higher education professors, and other representatives. We wish to specially acknowledge the committee members who dedicated many hours to the review and evaluation of these standards designed to prepare Indiana students for college and careers.

English Language Arts: Grade 1

READING

Guiding Principle: Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.

Reading: Foundations

There are four key areas found in the Reading: Foundations section for grades K-5: Print Concepts, Phonological Awareness, Phonics, and Fluency. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Foundations.

Learning Outcome

1.RF.1

Develop an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.

Print Concepts

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.

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.

1.RF.2.3

Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).

1.RF.2.4	Learn and apply knowledge of alphabetical order.
Phonological Awareness	
1.RF.3.1	Produce rhyming words.
1.RF.3.2	Blend sounds, including consonant blends, to produce single- and multi-syllable words.
1.RF.3.3	Orally blend sounds in words.
1.RF.3.4	Distinguish beginning, middle (medial), and final sounds in single-syllable words
1.RF.3.5	Segment the individual sounds in one-syllable words.
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.4.2	Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.
1.RF.4.3	Apply knowledge of final –e and common vowel teams (vowel digraphs) for representing long vowel sounds.
1.RF.4.4	Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said). <i>Further guidance for support will be provided in the Literacy Framework.</i>

1.RF.4.5	Read words in common word families (e.g., -at, -ate).
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). <i>Further guidance for support will be provided in the Literacy Framework.</i>
Fluency	
1.RF.5	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

Reading: *Literature*

There are three key areas found in the Reading: Literature section for grades K-5: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.

Learning Outcome

1.RL.1	With support, read and comprehend literature that is grade-level appropriate.
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Key Ideas and Textual Support

1.RL.2.1	Ask and answer questions about main idea and key details in a text.
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1.RL.2.2	Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson. <i>Further guidance for support will be provided in the Literacy Framework.</i>
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1.RL.2.3	Using key details, identify and describe the elements of plot, character, and setting.
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1.RL.2.4	Make and confirm predictions about what will happen next in a story.
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Structural Elements and Organization

1.RL.3.1	Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
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1.RL.3.2	Identify who is telling the story at various points in a text.
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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.4.2

Compare and contrast the adventures and experiences of characters in stories.

Reading: *Nonfiction*

There are three key areas found in the Reading: Nonfiction section for grades K-5: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.

Learning Outcome

1.RN.1	With support, read and comprehend nonfiction that is grade-level appropriate.
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Key Ideas and Textual Support

1.RN.2.1	Ask and answer questions about key details to clarify and confirm understanding of a text.
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1.RN.2.2	Retell main ideas and key details of a text.
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1.RN.2.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
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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.
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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.
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1.RN.3.3	<i>Standard begins at second grade.</i> <i>2.RN.3.3: Identify what the author wants to answer, explain, or describe in the text.</i>
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Structural Elements and Organization



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1.RN.4.1	Identify 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.4.3	<i>Standard begins at sixth grade.</i> <i>6.RN.4.3: Compare and contrast one author's presentation of events with that of another.</i>

Reading: Vocabulary	
There are two key areas found in the Reading: Vocabulary section for grades K-5: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.	
Learning Outcome	
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.
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.2.2	Define and sort words into categories (e.g., antonyms, living things, synonyms).
1.RV.2.3	<i>Standard begins at sixth grade.</i> <i>6.RV.2.3: Distinguish among the connotations of words with similar denotations</i>
1.RV.2.4	Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknown word. <i>Further guidance for support will be provided in the Literacy Framework.</i>
1.RV.2.5	<i>Standard begins at second grade.</i> <i>2.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.</i>
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).



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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.3.3	<i>Standard begins at third grade.</i> <i>3.RV.3.3: Recognize the meanings of idioms in context.</i>

WRITING

Guiding Principle: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.

Writing

There are five key areas found in the Writing section for grades K-5: Handwriting, Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.

Learning Outcome

1.W.1	Write routinely over brief time frames and for a variety of purposes and audiences.
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Handwriting

1.W.2.1	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.
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1.W.2.2	<i>Students are expected to build upon and continue applying concepts learned previously.</i> <i>K.W.2.2 Write by moving from left to right and top to bottom.</i>
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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.
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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.3.3	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.
The Writing Process	
1.W.4	<p>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 produce and publish legible documents.
The Research Process: Finding, Assessing, Synthesizing, and Reporting Information	
1.W.5	<p>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.
Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling	
1.W.6.1	<p>Demonstrate command of English grammar and usage, focusing on:</p> <p>1.W.6.1a Nouns/Pronouns – Writing sentences that include common and proper nouns and personal pronouns.</p> <p>1.W.6.1b Verbs – Writing sentences using verbs to convey a sense of past, present, and future.</p> <p>1.W.6.1c Adjectives/ Adverbs – <i>Standard begins at second grade.</i> 2.W.6.1c: <i>Adjectives/ Adverbs – Writing sentences that use adjectives and adverbs</i></p> <p>1.W.6.1d Prepositions – <i>Standard begins at fourth grade.</i> 4.W.6.1d: <i>Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence.</i></p> <p>1.W.6.1e Usage – Writing complete simple declarative, interrogative, imperative, and exclamatory sentences in</p>

	response to prompts.
1.W.6.2	<p>Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p> <p>1.W.6.2a Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun 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.6.2c 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.

SPEAKING AND LISTENING

Guiding Principle: Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.

Speaking and Listening	
There are three key areas found in the Speaking and Listening section for grades K-5: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.	
Learning Outcome	
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.
Discussion and Collaboration	
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.2.2	<i>Standard begins in third grade.</i> <i>3.SL.2.2: Explore ideas under discussion by drawing on readings and other information.</i>
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.2.4	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.
Comprehension	
1.SL.3.1	Ask and answer questions about what a speaker says to clarify something that is not understood.
1.SL.3.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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.4.2	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.

MEDIA LITERACY

Guiding Principle: Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.

Media Literacy	
By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.	
Learning Outcome	
1.ML.1	Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.
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.2.2	<i>Standard begins in fifth grade.</i> <i>5.ML.2.2: Identify the role of the media in focusing people’s attention on events and in forming their opinions on issues.</i>