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DEPARTMENT OF EDUCATION

*Working Together for Student Success*



# Indiana Academic Standards English Language Arts: Kindergarten



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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 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 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. The Indiana Department of Education (IDOE) acknowledges 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: Kindergarten**

### **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**

**K.RF.1**

Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills.

#### **Print Concepts**

**K.RF.2.1**

Demonstrate understanding that print moves from left to right across the page and from top to bottom.

<b>K.RF.2.2</b>	Recognize that written words are made up of sequences of letters.
<b>K.RF.2.3</b>	Recognize that words are combined to form sentences.
<b>K.RF.2.4</b>	Identify and name all uppercase (capital) and lowercase letters of the alphabet.
<b>Phonological Awareness</b>	
<b>K.RF.3.1</b>	Identify and produce rhyming words.
<b>K.RF.3.2</b>	Orally pronounce, blend, and segment words into syllables.
<b>K.RF.3.3</b>	Orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in words.
<b>K.RF.3.4</b>	Tell the order of sounds heard in words with two or three phonemes, and identify the beginning, middle (medial) and final sounds.
<b>K.RF.3.5</b>	Add, delete, or substitute sounds to change one-syllable words.
<b>Phonics</b>	
<b>K.RF.4.1</b>	Use letter-sound knowledge to decode the sound of each consonant (e.g., dog = /d/ /g/; soap = /s/ /p/).

<b>K.RF.4.2</b>	Blend consonant-vowel-consonant (CVC) sounds to make words.
<b>K.RF.4.3</b>	Recognize the long and short sounds for the five major vowels.
<b>K.RF.4.4</b>	Read common high-frequency words by sight (e.g., a, my).
<b>K.RF.4.5</b>	Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written.
<b>K.RF.4.6</b>	<i>Standard begins at first grade.</i> <i>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>
<b>Fluency</b>	
<b>K.RF.5</b>	Orally read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.

**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**

<b>K.RL.1</b>	Actively engage in group reading activities with purpose and understanding.
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**Key Ideas and Textual Support**

<b>K.RL.2.1</b>	With support, ask and answer questions about main topics and key details in a text heard or read. <i>Further guidance for support will be provided in the Literacy Framework.</i>
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<b>K.RL.2.2</b>	With support, retell familiar stories, poems, and nursery rhymes, including key details. <i>Further guidance for support will be provided in the Literacy Framework.</i>
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<b>K.RL.2.3</b>	Identify important elements of the text (e.g., characters, settings, or events).
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<b>K.RL.2.4</b>	Make predictions about what will happen in a story.
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**Structural Elements and Organization**

<b>K.RL.3.1</b>	Recognize familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
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<b>K.RL.3.2</b>	With support, define the role of the author and illustrator of a story in telling the story. <i>Further guidance for support will be provided in the Literacy Framework.</i>
<b>Synthesis and Connection of Ideas</b>	
<b>K.RL.4.1</b>	With support, describe the relationship between illustrations and the story in which they appear. <i>Further guidance for support will be provided in the Literacy Framework.</i>
<b>K.RL.4.2</b>	With support, compare and contrast the adventures and experiences of characters in familiar stories. <i>Further guidance for support will be provided in the Literacy Framework.</i>

**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**

<b>K.RN.1</b>	Actively engage in group reading activities with purpose and understanding.
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**Key Ideas and Textual Support**

<b>K.RN.2.1</b>	With support, ask and answer questions about important elements of a text (e.g., events, topics, concepts). <i>Further guidance for support will be provided in the Literacy Framework.</i>
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<b>K.RN.2.2</b>	With support, retell the main idea and key details of a text. <i>Further guidance for support will be provided in the Literacy Framework.</i>
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<b>K.RN.2.3</b>	With support, describe the connection between two individuals, events, ideas, or pieces of information in a text. <i>Further guidance for support will be provided in the Literacy Framework.</i>
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**Structural Elements and Organization**

<b>K.RN.3.1</b>	Identify text features of a nonfiction text (e.g., title, author, illustrations) and describe the relationship between those features and the text in which they appear.
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<b>K.RN.3.2</b>	Recognize that a nonfiction text can be structured to describe a topic.
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<b>K.RN.3.3</b>	<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>
<b>Structural Elements and Organization</b>	
<b>K.RN.4.1</b>	With support, identify the reasons an author gives to support points in a text. <i>Further guidance for support will be provided in the Literacy Framework.</i>
<b>K.RN.4.2</b>	With support, identify basic similarities in and differences between two texts on the same topic. <i>Further guidance for support will be provided in the Literacy Framework.</i>
<b>K.RN.4.3</b>	<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**

**K.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**

**K.RV.2.1**

*Standard begins at first grade.*

*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.*

**K.RV.2.2**

Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites).

**K.RV.2.3**

*Standard begins at sixth grade.*

*6.RV.2.3: Distinguish among the connotations of words with similar denotations.*

**K.RV.2.4**

Recognize frequently occurring inflections (e.g., look, looks).

<b>K.RV.2.5</b>	<p><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></p>
<p><b>Vocabulary in Literature and Nonfiction Texts</b></p>	
<b>K.RV.3.1</b>	<p>With support, ask and answer questions about unknown words in stories, poems, or songs.</p>
<b>K.RV.3.2</b>	<p>With support, ask and answer questions about unknown words in a nonfiction text.</p>
<b>K.RV.3.3</b>	<p><i>Standard begins at third grade.</i>  <i>3.RV.3.3: Recognize the meanings of idioms in context.</i></p>

**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**

<b>K.W.1</b>	Write for specific purposes and audiences.
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**Handwriting**

<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.
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<b>K.W.2.2</b>	Write by moving from left to right and top to bottom.
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**Writing Genres: Argumentative, Informative, and Narrative**

<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.3.2</b>	Use words and pictures to develop a main idea and provide some information about a topic.
<b>K.W.3.3</b>	Use words and pictures to narrate a single event or simple story, arranging ideas in order.
<b>The Writing Process</b>	
<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., correct spelling of simple words, capitalization of the first word of the sentence).</li> <li>• Use available technology to produce and publish writing.</li> </ul>
<b>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</b>	
<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>Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</b>	
<b>K.W.6.1</b>	Demonstrate command of English grammar and usage, focusing on: <p>K.W.6.1a Nouns/Pronouns – Writing sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats).  K.W.6.1b Verbs – Writing sentences that include verbs.  K.W.6.1c Adjectives/ Adverbs – Standard begins at second grade.</p>

	<p><i>2.W.6.1c: Adjectives/ Adverbs –Writing sentences that use adjectives and adverbs.</i></p> <p>K.W.6.1d Prepositions – Standard begins at fourth grade.</p> <p><i>4.W.6.1d: Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence.</i></p> <p>K.W.6.1e Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something, etc.).</p>
<p><b>K.W.6.2</b></p>	<p>Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p> <p>K.W.6.2a Capitalization – Capitalizing the first word in a sentence and the pronoun I.</p> <p>K.W.6.2b Punctuation – Recognizing and naming end punctuation.</p> <p>K.W.6.2c Spelling – Spelling simple words phonetically, drawing on phonemic awareness.</p>

**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**

<b>K.SL.1</b>	Listen actively and communicate effectively with a variety of audiences and for different purposes.
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**Discussion and Collaboration**

<b>K.SL.2.1</b>	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
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<b>K.SL.2.2</b>	Standard begins in third grade. <i>3.SL.2.2: Explore ideas under discussion by drawing on readings and other information.</i>
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<b>K.SL.2.3</b>	Listen to others, take turns speaking, and add one’s own ideas to small group discussions or tasks.
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<b>K.SL.2.4</b>	Ask questions to seek help, get information, or clarify something that is not understood.
<b>K.SL.2.5</b>	Continue a conversation through multiple exchanges.
<b>Comprehension</b>	
<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.
<b>K.SL.3.2</b>	Ask appropriate questions about what a speaker says.
<b>Presentation of Knowledge and Ideas</b>	
<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.SL.4.2</b>	Standard begins in first grade. <i>1.SL.4.2: Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.</i>
<b>K.SL.4.3</b>	Give, restate, and follow simple two-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.*

<b>Media Literacy</b>	
By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.	
<b>Learning Outcome</b>	
<b>K.ML.1</b>	Recognize various types of media.
<b>Media Literacy</b>	
<b>K.ML.2.1</b>	Recognize common signs and logos and identify commercials or advertisements.
<b>K.ML.2.2</b>	Standard begins in fifth grade. <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>