



## Kindergarten English/Language Arts

This document provides correlations between the 2023 Indiana Academic Standards and the 2020 Indiana Academic Standards for easy reference.

The 2023 Indiana Academic Standards resulted from the standards streamlining process required by Indiana Code 20-31-3-1(c-d) and were adopted by the Indiana State Board of Education in June 2023. Standards designated as essential (E) are shaded in gray and all standards were renumbered to avoid gaps in sequencing.

2023 Indiana Academic Standard		2020 Indiana Academic Standard	
Domain: Reading Foundations		Domain: Reading Foundations	
Number	Text	Number	Text
<b>K.RF.1</b>	Demonstrate understanding that print moves from left to right across the page and from top to bottom.	<b>K.RF.2.1</b>	Demonstrate understanding that print moves from left to right across the page and from top to bottom.
<b>K.RF.2</b>	Recognize that written words are made up of sequences of letters.	<b>K.RF.2.2</b>	Recognize that written words are made up of sequences of letters.
<b>K.RF.3</b>	Identify and name all uppercase (capital) and lowercase letters of the alphabet. (E)	<b>K.RF.2.4</b>	Identify and name all uppercase (capital) and lowercase letters of the alphabet.
<b>K.RF.4</b>	Identify and produce rhyming words.	<b>K.RF.3.1</b>	Identify and produce rhyming words.
<b>K.RF.5</b>	Orally pronounce, blend, and segment words into syllables. (E)	<b>K.RF.3.2</b>	Orally pronounce, blend, and segment words into syllables.
<b>K.RF.6</b>	Identify and produce the beginning, middle (medial), and final sounds in three and four phoneme words. (E)	<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.

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<b>K.RF.7</b>	Use letter-sound knowledge to decode the sound of each consonant. (E)	<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.8</b>	Use letter-sound knowledge to decode words, including open and closed syllables, consonant digraphs, and blends. (E)	<b>K.RF.4.4</b>	Read common high-frequency words by sight (e.g., a, my).
<b>K.RF.9</b>	Orally read decodable texts with appropriate accuracy and automaticity.	<b>K.RF.5</b>	Orally read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.
		<b>K.RF.2.3</b>	Recognize that words are combined to form sentences.
		<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.3.5</b>	Add, delete, or substitute sounds to change one-syllable words.
		<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.4.5</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. 1.RF.4.6: Read grade appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s,</i>

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2023 Indiana Academic Standard		2020 Indiana Academic Standard	
Domain: Reading Comprehension		Domains: Reading Literature, Reading Nonfiction, and Reading Vocabulary	
Number	Text	Number	Text
<b>K.RC.1</b>	With support, ask and answer questions about main topics and key details in a text heard or read. (E)	<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>
		<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>
<b>K.RC.2</b>	With support, retell familiar stories, poems, and nursery rhymes, including key details. (E)	<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>
<b>K.RC.3</b>	Identify important elements within a text (e.g., characters, settings, or events). (E)	<b>K.RL.2.3</b>	Identify important elements of the text (e.g., characters, settings, or events).
<b>K.RC.4</b>	With support, make predictions about what will happen in a text.	<b>K.RL.2.4</b>	Make predictions about what will happen in a story.
<b>K.RC.5</b>	With support, retell the main idea and key details of a text.	<b>K.RN.2.2</b>	With support, retell the main idea and key details of a text.

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<b>K.RC.6</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. (E)	<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.
<b>K.RC.7</b>	Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites) through oral discussions. (E)	<b>K.RV.2.2</b>	Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites).
		<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.4.1</b>	With support, describe the relationship between illustrations and the story in which they appear.
		<b>K.RL.4.2</b>	With support, compare and contrast the adventures and experiences of characters in familiar stories.
		<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.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.
		<b>K.RN.3.2</b>	Recognize that a nonfiction text can be structured to describe a topic.
		<b>K.RN.3.3</b>	<i>Standard begins at second grade. 2.RN.3.3: Identify what the author wants to answer, explain, or describe in the text.</i>

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		<b>K.RN.4.1</b>	With support, identify the reasons an author gives to support points in a text.
		<b>K.RN.4.2</b>	With support, 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. 6.RN.4.3: Compare and contrast one author’s presentation of events with that of another.</i>
		<b>K.RV.2.1</b>	<i>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.</i>
		<b>K.RV.2.3</b>	<i>Standard begins at sixth grade. 6.RV.2.3: Distinguish among the connotations of words with similar denotations.</i>
		<b>K.RV.2.4</b>	Recognize frequently occurring inflections (e.g., look, looks).
		<b>K.RV.2.5</b>	<i>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.</i>
		<b>K.RV.3.1</b>	With support, ask and answer questions about unknown words in stories, poems, or songs.
		<b>K.RV.3.2</b>	With support, ask and answer questions about unknown words in a nonfiction text.

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2023 Indiana Academic Standard		K.RV.3.3	<i>Standard begins at third grade. 3.RV.3.3: Recognize the meanings of idioms in context.</i>
		2020 Indiana Academic Standard	
Domain: Writing		Domain: Writing	
Number	Text	Number	Text
<b>K.W.1</b>	Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.	<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.W.2</b>	Write by moving from left to right across the page and top to bottom.	<b>K.W.2.2</b>	Write by moving from left to right and top to bottom.
<b>K.W.3</b>	Use words and pictures to develop a main idea and provide information about a topic. (E)	<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.4</b>	Use words, pictures, and dictation to narrate a single event or simple story, arranging ideas in order. (E)	<b>K.W.3.3</b>	Use words and pictures to narrate a single event or simple story, arranging ideas in order.
<b>K.W.5</b>	With support, apply the writing process to: <ul style="list-style-type: none"> <li>a. Plan by generating ideas for writing through oral discussions and drawings;</li> <li>b. Develop drafts in pictorial or written form by organizing ideas;</li> <li>c. Revise writing by adding details in pictures or words; and</li> <li>d. Use available technology to produce and publish writing.</li> </ul>	<b>K.W.4</b>	Apply the writing process to – <ul style="list-style-type: none"> <li>a. 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>b. Use available technology to produce and publish writing.</li> </ul>

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<p><b>K.W.6</b></p>	<p>With support, build understanding of a topic using various sources.</p> <p>a. Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic.</p>	<p><b>K.W.5</b></p>	<p>With support, build understanding of a topic using various sources.</p> <p>a. Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic.</p>
<p><b>K.W.7</b></p>	<p>Demonstrate command of English grammar and usage when writing or speaking, focusing on:</p> <p>a. Nouns/Pronouns – Using sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats).</p> <p>b. Verbs – Using sentences that include verbs.</p> <p>c. Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something)</p>	<p><b>K.W.6.1</b></p>	<p>Demonstrate command of English grammar and usage, focusing on:</p> <p>K.W.6.1a Nouns/Pronouns – Writing sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats).</p> <p>K.W.6.1b Verbs – Writing sentences that include verbs.</p> <p>K.W.6.1c Adjectives/Adverbs – Standard begins at second grade.</p> <p>2.W.6.1c: Adjectives/Adverbs – Writing sentences that use adjectives and adverbs.</p> <p>K.W.6.1d Prepositions – Standard begins at fourth grade.</p> <p>4.W.6.1d: Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence.</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>

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<b>K.W.8</b>	<p>Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p> <ul style="list-style-type: none"> <li>a. Capitalization – Capitalizing the first word in a sentence and the pronoun I.</li> <li>b. Punctuation – Recognizing and naming end punctuation.</li> <li>c. Encoding – Spelling simple words phonetically, drawing on phonemic awareness.</li> </ul>	<b>K.W.6.2</b>	<p>Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p> <ul style="list-style-type: none"> <li>K.W.6.2a Capitalization – Capitalizing the first word in a sentence and the pronoun I.</li> <li>K.W.6.2b Punctuation – Recognizing and naming end punctuation.</li> <li>K.W.6.2c Spelling – Spelling simple words phonetically, drawing on phonemic awareness.</li> </ul>
<b>2023 Indiana Academic Standard</b>		<b>K.W.3.1</b>	<p>Use words and pictures to provide logical reasons for suggesting that others follow a particular course of action.</p>
<b>Domain: Communication and Collaboration</b>		<b>Domains: Speaking &amp; Listening and Media Literacy</b>	
<b>Number</b>	<b>Text</b>	<b>Number</b>	<b>Text</b>
<b>K.CC.1</b>	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)	<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.
<b>K.CC.2</b>	Ask questions to seek help, obtain information, or clarify something that is not understood.	<b>K.SL.2.4</b>	Ask questions to seek help, get information, or clarify something that is not understood.
<b>K.CC.3</b>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (E)	<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.



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<b>K.CC.4</b>	Audibly recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events. With support, provide additional details on these topics.	<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.CC.5</b>	Follow simple two or three-step oral directions.	<b>K.SL.4.3</b>	Give, restate, and follow simple two-step directions.
		<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>
		<b>K.SL.2.3</b>	Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.
		<b>K.SL.2.5</b>	Continue a conversation through multiple exchanges.
		<b>K.SL.3.2</b>	Ask appropriate questions about what a speaker says.
		<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.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>