



Indiana Department of Education

Kindergarten ELA Content Connectors



Kindergarten English/Language Arts 2016

Indiana Academic Standards	Content Connectors
Reading: Literature	
K.RL.1: Actively engage in group reading activities with purpose and understanding.	K.RL.1.a.1: Attend to group reading activities.
K.RL.2.1: With support, ask and answer questions about main topics and key details in a text heard or read.	K.RL.2.1.a.1: Find 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.
K.RL.2.2: With support, retell familiar stories, poems, and nursery rhymes, including key details.	K.RL.2.2.a.1: Retell with support familiar stories, poems, or nursery rhymes.
K.RL.2.3: Identify important elements of the text (e.g., characters, settings, or events).	K.RL.2.3.a.1: Choose character(s) and setting of the story.
K.RL.2.4: Make predictions about what will happen in a story.	K.RL.2.4.a.1: Make predictions about what will happen next in a story.
K.RL.3.1: Recognize familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).	K.RL.3.1.a.1: Recognize the genre of a given text (e.g., fairy tales, nursery rhymes, storybooks).
K.RL.3.2: With support, define the role of the author and illustrator of a story in telling the story.	K.RL.3.2.a.1: With support, identify the role of the author. K.R.L.3.2.a.2: With support, identify the illustrator of a story in telling the story.
K.RL.4.1: With support, describe the relationship between illustrations and the story in which they appear.	RL.4.1.a.1: With support, identify the character of a story in relation to the illustrations in a story. K.RL.4.1.a.2: With support, identify the setting of a story in relation to the illustrations in a story.
K.RL.4.2: With support, compare and contrast the adventures and experiences of characters in familiar stories.	K.RL.4.2.a.1: With support, choose or match characters to their event within a story.
Reading: Nonfiction	



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K.RN.1: Actively engage in group reading activities with purpose and understanding.	K.RN.1.a.1: Attend to group nonfiction reading activities.
K.RN.2.1: With support, ask and answer questions about important elements of a text (e.g., events, topics, concepts).	K.RN.2.1.a.1: Identify facts and details in a text, with support (e.g., events, topics).
K.RN.2.2: With support, retell the main idea and key details of a text.	K.RN.2.2.a.1: With support, retell the main idea of a text. K.RN.2.2.a.2: With support, retell the key detail(s) of a text.
K.RN.2.3: With support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	K.RN.2.3.a.1: Observe the connection between two individuals, events, or ideas in a text.
K.RN.3.1: 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.	K.RN.3.1.a.1: Observe various text features (e.g., table of contents, glossary, and illustrations) in a text.
K.RN.3.2: Recognize that a nonfiction text can be structured to describe a topic.	K.RN.3.2.a.1: With guidance and support, recognize that a nonfiction text can be structured to describe a topic.
K.RN.3.3: Standard begins at second grade.	K.RN.3.3.a.1: With guidance and support, identify the speaker in a text.
K.RN.4.1: With support, identify the reasons an author gives to support points in a text.	K.RN.4.1.a.1: With guidance and support, choose the reasons the author gives to support points in a text.
K.RN.4.2: With support, identify basic similarities in and differences between two texts on the same topic	K.RN.4.2.a.1: With guidance and support, list basic between two texts on the same topic. K.RN.4.2.a.2: With guidance and support, list basic similarities in and differences between two texts on the same topic.
K.RN.4.2: With support, identify basic similarities in and differences between two texts on the same topic.	K.RN.4.2.a.1: With guidance and support, list basic between two texts on the same topic. K.RN.4.2.a.2: With guidance and support, list basic similarities in and differences between two texts on the same topic.
Reading: Vocabulary	



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.	K.RV.1.a.1: With support, use and express vocabulary related to literature and nonfiction texts.
K.RV.2.1: Standard begins at first grade.	K.RV.2.1.a.1: With guidance and support, use illustrations as picture cues to understand unknown information.
K.RV.2.2: Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites).	K.RV.2.2.a.1: With guidance and support, identify and sort pictures of objects into categories (e.g., colors, shapes, opposites).
K.RV.2.4: Recognize frequently occurring inflections (e.g., look, looks).	K.RV.2.4.a.1: With guidance and support, recognize frequently occurring inflections (e.g., look, looks).
K.RV.3.1: With support, ask and answer questions about unknown words in stories, poems, or songs.	K.RV.3.1.a.1: With guidance and support, observe stories, poems, or songs.
K.RV.3.2: With support, ask and answer questions about unknown words in a nonfiction text.	K.RV.3.2.a.1: With guidance and support, locate unknown words in a nonfiction text.

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Indiana Academic Standards	Content Connectors
Writing: Genres	
K.W.1: Write for specific purposes and audiences.	K.W.1.a.1: With guidance and support, write for specific purposes.
K.W.2.1: Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.	K.W.2.1.a.1: With guidance and support, write most uppercase and lowercase letters.
K.W.3.1: Use words and pictures to provide logical reasons for suggesting that others follow a particular course of action.	K.W.3.1.a.1: Recognize community pictures to provide information about a course of action to follow (i.e., stop sign, safety signs, environmental print).



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<p>K.W.3.1: Use words and pictures to provide logical reasons for suggesting that others follow a particular course of action.</p>	<p>K.W.3.1.a.1: Recognize community pictures to provide information about a course of action to follow (i.e., stop sign, safety signs, environmental print).</p>
<p>K.W.3.2: Use words and pictures to develop a main idea and provide some information about a topic.</p>	<p>K.W.3.2.a.1: With guidance and support, use words and pictures to develop a main idea about a topic.</p>
<p>K.W.3.3: Use words and pictures to narrate a single event or simple story, arranging ideas in order.</p>	<p>K.W.3.3.a.1: With guidance and support, use words and pictures to narrate a single event or simple story.</p>
<p>K.W.4: Apply the writing process to -</p> <ul style="list-style-type: none"> • 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). • Use available technology to produce and publish writing. 	<p>K.W.4.a.1: With guidance and support, write or identify capitalization of the first letter of familiar words (i.e., name, address, school).</p>
<p>K.W.5: With support, build understanding of a topic using various sources.</p> <ul style="list-style-type: none"> • Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic. 	<p>K.W.5.a.1: With guidance and support, show pictures and text about personal experiences or self.</p>
<p>K.W.6.1: Nouns/Pronouns - Writing sentences that include singular and/or plural nouns (e.g., <i>dog/dogs, cat/cats</i>).</p>	<p>K.W.6.1a.1: Nouns/Pronouns - With guidance and support, identify singular and/or plural nouns. K.W.6.1.a.2: Nouns/Pronouns - With guidance and support, write a simple sentence with a singular and/or plural noun (s).</p>
<p>K.W.6.1b: Verbs - Writing sentences that include verbs.</p>	<p>K.W.6.1b.a.1: With guidance and support, write a sentence to include a verb.</p>
<p>K.W.6.1c: Adjectives/Adverbs - Standard begins at second grade.</p>	<p>K.W.6.1c.a.1: Identify common adjectives and adverbs.</p>
<p>K.W.6.1e: Usage - Recognizing that there are different kinds of sentences (e.g., <i>sentences that tell something, sentences that ask something, etc.</i>).</p>	<p>K.W.6.1e.a.1: Recognize that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something, etc.).</p>
<p>K.W.6.2a: Capitalization - Capitalizing the first word in a sentence and the pronoun <i>I</i>.</p>	<p>K.W.6.2a.a.1: Capitalize the first word in a sentence and the pronoun <i>I</i>.</p>



K.W.6.2b: Punctuation - Recognizing and naming end punctuation.	K.W.6.2b.a.1: Recognizing and naming end punctuation.
K.W.6.2c: Spelling - Spelling simple words phonetically, drawing on phonemic awareness.	K.W.6.2c.a.1: With guidance and support, spell simple words phonetically, drawing on phonemic awareness.

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Speaking and Listening	
K.SL.1: Listen actively and communicate effectively with a variety of audiences and for different purposes.	K.SL.1.a.1: Actively attend and communicate with a variety of audiences and for different purposes.
K.SL.2.1: Participate in collaborative conversations about gradeappropriate topics and texts with peers and adults in small and larger groups.	K.SL.2.1.a.1: Have direct communication opportunities with adults and sameaged peers in small and larger groups.
K.SL.2.2: Standard begins at third grade.	K.SL.2.2.a.1: Take turns communicating during conversations with adults and same-aged peers.
K.SL.2.3: Listen to others, take turns speaking, and add one’s own ideas to small group discussions or tasks.	K.SL.2.3.a.1: Attend to others when communicating. K.SL.2.3.a.2: Add one's own ideas in small group discussions.
K.SL.2.4: Ask questions to seek help, get information, or clarify something that is not understood.	K.SL.2.4.a: Ask for help when needed.
K.SL.2.5: Continue a conversation through multiple exchanges.	K.SL.2.5.a: Continue a conversation through both preferred and non-preferred topics.
K.SL.3.1: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	K.SL.3.1.a: Ask and answer questions about information presented audibly, visually or through media/technology.
K.SL.3.2: Ask appropriate questions about what a speaker says.	K.SL.3.2.a: Ask for help when needed.
K.SL.4.1: 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.	K.SL.4.1.a: Using preferred mode of communication, describe familiar people, places, things, and events and, with support, provide additional details.



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K.SL.4.2: Standard begins at first grade.	K.SL.4.2.a: Match available or personally created visuals with feelings.
K.SL.4.3: Give, restate, and follow simple two-step directions.	K.SL.4.3.a.1: With guidance and support, restate and follow simple two-step directions. K.SL.4.3.a.2: With guidance and support, give simple two-step directions.

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Media Literacy	
K.ML.1: Recognize various types of media.	K.ML.1.a: Recognize that there are various types of media to entertain.
K.ML.2.1: Recognize common signs and logos and identify commercials or advertisements.	K.ML.2.1.a: Recognize common signs and logos and identify commercials or advertisements.