



# Indiana Department of Education

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Dr. Katie Jenner, Secretary of Education

## **Indiana Academic Standards 2020 Kindergarten English/Language Arts Standards Correlation Guidance Document**

Intentional alignment of instructional practices and curricular materials to the Indiana Academics Standards (IAS) is vital to improving student outcomes. This guide is meant to encourage strong standards-based instruction when utilizing curricular materials not aligned to IAS but to Common Core State Standards (CCSS). Purchased curricula are not designed to perfectly align with IAS and often align with CCSS. Use of this guide will ensure strong alignment to IAS and foster critical conversations around instructional decisions.

Considerations for use:

- Identify the desired IAS;
- Unpack the IAS, referencing the IDOE Literacy Framework;
- Determine the correlating CCSS;
- Consider the differences between IAS and learning objective from CCSS aligned curricular material;
- Identify instructional gaps (in content or complexity) and consider strategies to supplement; and
- Prioritize content in curricular material that is identified in the IAS.

IDOE Literacy Framework provides student success criteria, vertical planning, digital resources, and clarifying examples to consider when planning, implementing, and teaching IAS.

IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
<b>Reading Foundations</b>		
<b>LEARNING OUTCOME FOR READING FOUNDATIONS</b>		
<b>K.RF.1:</b> Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills.	<b>RF.K.1:</b> Demonstrate understanding of the organization and basic features of print.	IAS explicitly calls out the five components of reading.
<b>PRINT CONCEPTS</b>		
<b>K.RF.2.1:</b> Demonstrate understanding that print moves from left to right across the page and from top to bottom.	<b>RF.K.1.A:</b> Follow words from left to right, top to bottom, and page by page.	<i>No content differences identified.</i>
<b>K.RF.2.2:</b> Recognize that written words are made up of sequences of letters.	<b>RF.K.1.B:</b> Recognize that spoken words are represented in written language by specific sequences of letters.	<i>No content differences identified.</i>
<b>K.RF.2.3:</b> Recognize that words are combined to form sentences.	<i>No CCSS equivalent.</i>	
<b>K.RF.2.4:</b> Identify and name all uppercase (capital) and lowercase letters of the alphabet.	<b>RF.K.1.D:</b> Recognize and name all upper- and lowercase letters of the alphabet.	<i>No content differences identified.</i>
<b>PHONOLOGICAL AWARENESS</b>		
<b>K.RF.3.1:</b> Identify and produce rhyming words.	<b>RF.K.2.A:</b> Recognize and produce rhyming words.	<i>No content differences identified.</i>
<b>K.RF.3.2:</b> Orally pronounce, blend, and segment words into syllables.	<b>RF.K.2.B:</b> Count, pronounce, blend, and segment syllables in spoken words.	IAS requires students to orally pronounce, blend, and segment words.

<b>K.RF.3.3:</b> Orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in words.	<b>RF.K.2.C:</b> Blend and segment onsets and rimes of single-syllable spoken words.	IAS requires students to orally blend the onset and rime.
<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>RF.K.2.D:</b> Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	IAS requires students to tell the order of two phonemes and three phonemes and does not exclude CVCs ending with /l/, /r/, or /x/.
<b>K.RF.3.5:</b> Add, delete, or substitute sounds to change one-syllable words.	<b>RF.K.2.E:</b> Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	IAS requires students to also delete sounds.
<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>RF.K.3.A:</b> Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	IAS requires students to decode the sound of all consonants.
<b>K.RF.4.2:</b> Blend consonant-vowel-consonant (CVC) sounds to make words.	<i>No CCSS equivalent.</i>	
<b>K.RF.4.3:</b> Recognize the long and short sounds for the five major vowels.	<b>RF.K.3.B:</b> Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	<i>No content differences identified.</i>
<b>K.RF.4.4:</b> Read common high-frequency words by sight (e.g., a, my).	<b>RF.K.3.C:</b> Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i> ).	<i>No content differences identified.</i>

<b>K.RF.4.5:</b> Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written.	<b>RF.K.3.D:</b> Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	IAS requires students to identify similarities and differences when spoken or written and specifies word endings, onset and rime.
K.RF.4.6: <i>Standard begins at first grade.</i>		
<b>FLUENCY</b>		
<b>RF.K.4:</b> Read emergent-reader texts with purpose and understanding.	<b>K.RF.5:</b> Orally read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.	IAS does not specifically call out that students read on pace or use self-correcting strategies. However, reading with understanding implies both of concepts.

IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
<b>Reading Literature</b>		
<b>LEARNING OUTCOME FOR READING LITERATURE</b>		
<b>K.RL.1:</b> Actively engage in group reading activities with purpose and understanding.	<b>RL.K.10:</b> Actively engage in group reading activities with purpose and understanding.	<i>No content differences identified.</i>
<b>KEY IDEAS AND TEXTUAL SUPPORT</b>		
<b>K.RL.2.1:</b> With support, ask and answer questions about main topics and key details in a text heard or read.	<b>RL.K.1:</b> With prompting and support, ask and answer questions about key details in a text.	IAS removes prompting, but adds heard or read.
<b>K.RL.2.2:</b> With support, retell familiar stories, poems, and nursery rhymes, including key details.	<b>RL.K.2:</b> With prompting and support, retell familiar stories, including key details.	IAS removes prompting, but adds poems and nursery rhymes.
<b>K.RL.2.3:</b> Identify important elements of the text (e.g., characters, settings, or events).	<b>RL.K.3:</b> With prompting and support, identify characters, settings, and major events in a story	IAS removes prompting and support.
<b>K.RL.2.4:</b> Make predictions about what will happen in a story.	<i>No CCSS equivalent.</i>	
<b>STRUCTURAL ELEMENTS AND ORGANIZATION</b>		
<b>K.RL.3.1:</b> Recognize familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).	<b>RL.K.5:</b> Recognize common types of texts (e.g., storybooks, poems).	<i>No content differences identified.</i>
<b>K.RL.3.2:</b> With support, define the role of the author and illustrator of a story in telling the story.	<b>RL.K.6:</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	IAS removes prompting.
<b>CONNECTION OF IDEAS</b>		
<b>K.RL.4.1:</b> With support, describe the relationship between illustrations and the story in which they appear.	<b>RL.K.7:</b> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	IAS removes prompting and examples.
<b>K.RL.4.2:</b> With support, compare and contrast the adventures and experiences of characters in familiar stories.	<b>RL.K.9:</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	IAS removes prompting.

IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
<b>Reading Nonfiction</b>		
<b>LEARNING OUTCOME FOR READING NONFICTION</b>		
<b>K.RN.1:</b> Actively engage in group reading activities with purpose and understanding.	<b>RI.K.10:</b> Actively engage in group reading activities with purpose and understanding.	<i>No content differences identified.</i>
<b>KEY IDEAS AND TEXTUAL SUPPORT</b>		
<b>K.RN.2.1:</b> With support, ask and answer questions about important elements of a text (e.g., events, topics, concepts).	<b>RI.K.1:</b> With prompting and support, ask and answer questions about key details in a text.	<i>No content differences identified.</i>
<b>K.RN.2.2:</b> With support, retell the main idea and key details of a text.	<b>RI.K.2:</b> With prompting and support, identify the main topic and retell key details of a text.	IAS removes prompting and replaces identify with retell.
<b>K.RN.2.3:</b> With support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	<b>RI.K.3:</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	<i>No content differences identified.</i>
<b>FEATURES AND STRUCTURES</b>		
<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>RI.K.6:</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. <b>RI.K.7:</b> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	IAS combines CCS.RI.K.6 and CCS.RI.K.7.
<b>K.RN.3.2:</b> Recognize that a nonfiction text can be structured to describe a topic.	<i>No CCSS equivalent.</i>	

<i>K.RN.3.3: Standard begins at second grade.</i>		
<b>CONNECTION OF IDEAS</b>		
<b>K.RN.4.1:</b> With support, identify the reasons an author gives to support points in a text.	<b>RI.K.8:</b> With prompting and support, identify the reasons an author gives to support points in a text.	<i>No content differences identified.</i>
<b>K.RN.4.2:</b> With support, identify basic similarities in and differences between two texts on the same topic.	<b>RI.K.9:</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<i>No content differences identified.</i>
<i>K.RN.4.3: Standard begins at sixth grade.</i>		

IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
<b>Reading Vocabulary</b>		
<b>LEARNING OUTCOMES FOR READING VOCABULARY</b>		
<b>K.RV.1:</b> 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.	<b>L.K.6:</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	<i>No content differences identified.</i>
<b>VOCABULARY BUILDING</b>		
<i>K.RV.2.1: Standard begins at second grade.</i>		
<b>K.RV.2.2:</b> Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites).	<b>L.K.5.A:</b> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	<i>No content differences identified.</i>
<i>K.RV.2.3: Standard begins at sixth grade.</i>		
<b>K.RV.2.4:</b> Recognize frequently occurring inflections (e.g., look, looks).	<b>L.K.4.B:</b> Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i> ) as a clue to the meaning of an unknown word.	<i>No content differences identified.</i>
<i>K.RV.2.5: Standard begins at second grade.</i>		
<b>VOCABULARY IN LITERATURE AND NONFICTION TEXTS</b>		
<b>K.RV.3.1:</b> With support, ask and answer questions about unknown words in stories, poems, or songs.	<b>RI.K.4:</b> With prompting and support, ask and answer questions about unknown words in a text. <b>RL.K.4:</b> Ask and answer questions about unknown words in a text.	IAS removes prompting and combines CCSS RI.K.4 and RL.K.4.
<b>K.RV.3.2:</b> With support, ask and answer questions about unknown words in a nonfiction text.	<b>RI.K.4:</b> With prompting and support, ask and answer questions about unknown words in a text. <b>RL.K.4:</b> Ask and answer questions about unknown words in a text.	IAS removes prompting and combines CCSS RI.K.4 and RL.K.4.
<i>K.RV.3.3: Standard begins at third grade.</i>		



Indiana Academic Standards (IAS) 2020	Common Core State Standards (CCS)	Difference Between IAS 2020 and CCSS
<b>Writing</b>		
<b>LEARNING OUTCOME FOR WRITING</b>		
<b>K.W.1:</b> Write for specific purposes and audiences.	<i>No CCSS equivalent.</i>	
<b>HANDWRITING</b>		
<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>L.K.1.A:</b> Print many upper- and lowercase letters.	IAS requires students to correctly shape and space letters of the alphabet and letters in words.
<b>K.W.2.2:</b> Write by moving from left to right and top to bottom.	<i>No CCSS equivalent.</i>	
<b>WRITING GENRES</b>		
<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>W.K.1:</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i> ).	IAS requires students to use words and pictures to suggest 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>W.K.2:</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	<i>No content differences identified.</i>
<b>K.W.3.3:</b> Use words and pictures to narrate a single event or simple story, arranging ideas in order.	<b>W.K.3:</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	<i>No content differences identified.</i>

## THE WRITING PROCESS

<p><b>K.W.4:</b> Apply the writing process to –</p> <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>	<p><b>W.K.5:</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p><b>W.K.6:</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p><i>No content differences identified.</i></p>
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## THE RESEARCH PROCESS

<p><b>K.W.5:</b> With support, build understanding of a topic using various sources.</p> <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>	<p><b>W.K.7:</b> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p><b>W.K.8:</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>IAS requires students to use various sources to identify relevant pictures, charts, texts, personal experiences, or people.</p>
<p><b>W.K.9:</b> (W.K.9 begins in grade 4).</p>		

## CONVENTIONS OF STANDARD ENGLISH

<p><b>K.W.6.1:</b> Demonstrate command of English grammar and usage, focusing on:</p>	<p><b>L.K.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>IAS removes speaking.</p>
<p><b>K.W.6.1a:</b> Nouns/Pronouns – Writing sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats).</p>	<p><b>L.K.1.B:</b> Use frequently occurring nouns and verbs.</p>	<p>IAS requires students to write sentences that include nouns.</p>
<p><b>K.W.6.1b:</b> Verbs – Writing sentences that include verbs.</p>	<p><b>L.K.1.C:</b> Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p>	<p>IAS requires students to write sentences that include verbs.</p>
<p><i>K.W.6.1c: Adjectives/ Adverbs – Standard begins at second grade.</i></p>		
<p><i>K.W.6.1d: Prepositions – Standard begins at fourth grade.</i></p>		

<b>K.W.6.1e:</b> Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something, etc.).	<b>L.K.1.D:</b> Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i> ).	<i>No content differences identified.</i>
<b>K.W.6.2:</b> Demonstrate command of capitalization, punctuation, and spelling, focusing on:	<b>L.K.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<i>No content differences identified.</i>
<b>K.W.6.2a:</b> Capitalization – Capitalizing the first word in a sentence and the pronoun <i>I</i> .	<b>L.K.2.A:</b> Capitalize the first word in a sentence and the pronoun <i>I</i> .	<i>No content differences identified.</i>
<b>K.W.6.2b:</b> Punctuation – Recognizing and naming end punctuation.	<b>L.K.2.B:</b> Recognize and name end punctuation.	<i>No content differences identified.</i>
<b>K.W.6.2c:</b> Spelling – Spelling simple words phonetically, drawing on phonemic awareness.	<b>L.K.2.D:</b> Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	<i>No content differences identified.</i>

IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
<b>Speaking and Listening</b>		
<b>LEARNING OUTCOME FOR SPEAKING AND LISTENING</b>		
<b>K.SL.1:</b> Listen actively and communicate effectively with a variety of audiences and for different purposes.	<i>No CCSS equivalent.</i>	
<b>DISCUSSION AND COLLABORATION</b>		
<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>SL.K.1:</b> Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	<i>No content differences identified.</i>
<i>K.SL.2.2: Standard begins in third grade.</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>SL.K.1.A:</b> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	<i>No content differences identified.</i>
<b>K.SL.2.4:</b> Ask questions to seek help, get information, or clarify something that is not understood.	<b>SL.K.3:</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<i>No content differences identified.</i>
<b>K.SL.2.5:</b> Continue a conversation through multiple exchanges.	<b>SL.K.1.B:</b> Continue a conversation through multiple exchanges.	<i>No content differences identified.</i>
<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>SL.K.2:</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	IAS implies students will ask questions if clarification is needed.
<b>K.SL.3.2:</b> Ask appropriate questions about what a speaker says.	<b>SL.K.2:</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and	IAS implies students will ask questions if clarification is needed.

	requesting clarification if something is not understood.	
<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>SL.K.4:</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  <b>SL.K.6:</b> Speak audibly and express thoughts, feelings, and ideas clearly.	IAS combines CCSS SL.K.4 and SL.K.6.
<i>K.SL.4.2: Standard begins in first grade.</i>		
<b>K.SL.4.3:</b> Give, restate, and follow simple two-step directions.	<i>No CCSS equivalent.</i>	

IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
<b>Media Literacy</b>		
<b>LEARNING OUTCOME FOR MEDIA LITERACY</b>		
K.ML.1: Recognize various types of media.		
<b>MEDIA LITERACY</b>		
K.ML.2.1: Recognize common signs and logos and identify commercials or advertisements.	No CCSS equivalent.	

<b>Unaligned CCSS</b>
<b><i>The following CCSS are not aligned to IAS in kindergarten.</i></b>
RF.K.1.C: Understand that words are separated by spaces in print.
RI.K.5: Identify the front cover, back cover, and title page of a book.
L.K.4.A: Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i> ).
L.K.5: With guidance and support from adults, explore word relationships and nuances in word meanings.
L.K.5.B: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
L.K.5.C: Identify real-life connections between words and their use (e.g., note places at school that are colorful).
L.K.5.D: Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i> ) by acting out the meanings.
L.K.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
L.K.1.F: Produce and expand complete sentences in shared language activities.
L.K.1.E: Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i> ).
L.K.2.C: Write a letter or letters for most consonant and short-vowel sounds (phonemes).
SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.