



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success



Indiana Academic Standards

English Language Arts: Kindergarten Crosswalk



2014 Standard Language	2020 Standard Language	Changes
Kindergarten- Reading Foundations		
Print Concepts		
K.RF.2.1 Demonstrate understanding that print moves from left to right across the page and from top to bottom.	K.RF.2.1 Demonstrate understanding that print moves from left to right across the page and from top to bottom.	No change
K.RF.2.2 Recognize that written words are made up of sequences of letters.	K.RF.2.2 Recognize that written words are made up of sequences of letters.	No change
K.RF.2.3 Recognize that words are combined to form sentences.	K.RF.2.3 Recognize that words are combined to form sentences.	No change
K.RF.2.4 Identify and name all uppercase (capital) and lowercase letters of the alphabet.	K.RF.2.4 Identify and name all uppercase (capital) and lowercase letters of the alphabet.	No change
Phonological Awareness		
K.RF.3.1 Identify and produce rhyming words.	K.RF.3.1 Identify and produce rhyming words.	No change
K.RF.3.2 Orally pronounce, blend, and segment words into syllables.	K.RF.3.2 Orally pronounce, blend, and segment words into syllables.	No change
K.RF.3.3 Orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in words.	K.RF.3.3 Orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in words.	No change
K.RF.3.4 Tell the order of sounds heard in words with two or three phonemes, and	K.RF.3.4 Tell the order of sounds heard in words with two or three phonemes, and	No change



identify the beginning, middle (medial) and final sounds.	identify the beginning, middle (medial) and final sounds.	
K.RF.3.5 Add, delete, or substitute sounds to change words.	K.RF.3.5 Add, delete, or substitute sounds to change one-syllable words.	Added one-syllable words
Phonics		
K.RF.4.1 Use letter-sound knowledge to decode the sound of each consonant (e.g., dog = /d/ /g/; soap = /s/ /p/).	K.RF.4.1 Use letter-sound knowledge to decode the sound of each consonant (e.g., dog = /d/ /g/; soap = /s/ /p/).	No change
K.RF.4.2 Blend consonant-vowel-consonant (CVC) sounds to make words.	K.RF.4.2 Blend consonant-vowel-consonant (CVC) sounds to make words.	No change
K.RF.4.3 Recognize the long and short sounds for the five major vowels.	K.RF.4.3 Recognize the long and short sounds for the five major vowels.	No change
K.RF.4.4 Read common high-frequency words by sight (e.g., a, my).	K.RF.4.4 Read common high-frequency words by sight (e.g., a, my).	No change
K.RF.4.5 Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written.	K.RF.4.5 Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written.	No change
K.RF.4.6 Standard begins at first grade.	K.RF.4.6 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, -er, - est), and simple compound words (e.g., cupcake) and contractions (e.g., isn't).	Added first grade standard as a reference



Fluency		
K.RF.5 Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.	K.RF.5 Orally read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.	Added <i>orally</i>

2014 Standard Language	2020 Standard Language	Changes
Kindergarten- Reading Literature		
Key Ideas and Textual Support		
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 With support, ask and answer questions about main topics and key details in a text heard or read.	No change
K.RL.2.2 With support, retell familiar stories, poems, and nursery rhymes, including key details.	K.RL.2.2 With support, retell familiar stories, poems, and nursery rhymes, including key details.	No change
K.RL.2.3 Identify important elements of the text (e.g., characters, settings, or events).	K.RL.2.3 Identify important elements of the text (e.g., characters, settings, or events).	No change
K.RL.2.4 Make predictions about what will happen in a story.	K.RL.2.4 Make predictions about what will happen in a story.	No change
Structural Elements and Organization		
K.RL.3.1 Recognize familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).	K.RL.3.1 Recognize familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).	No change
K.RL.3.2 With support, define	K.RL.3.2 With support, define	



the role of the author and illustrator of a story in telling the story.	the role of the author and illustrator of a story in telling the story.	No change
Synthesis and Connection of Ideas		
K.RL.4.1 With support, describe the relationship between illustrations and the story in which they appear.	K.RL.4.1 With support, describe the relationship between illustrations and the story in which they appear.	No change
K.RL.4.2 With support, compare and contrast the adventures and experiences of characters in familiar stories.	K.RL.4.2 With support, compare and contrast the adventures and experiences of characters in familiar stories.	No change

2014 Standard Language	2020 Standard Language	Changes
Kindergarten- Reading Nonfiction		
Key Ideas and Textual Support		
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 With support, ask and answer questions about important elements of a text (e.g., events, topics, concepts).	No change
K.RN.2.2 With support, retell the main idea and key details of a text.	K.RN.2.2 With support, retell the main idea and key details of a text.	No change
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 With support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	No change
Structural Elements and Organization		
K.RN.3.1 Identify text features	K.RN.3.1 Identify text features	No change



of a nonfiction text (e.g., title, author, illustrations) and describe the relationship between those features and the text in which they appear.	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.3.2 Recognize that a nonfiction text can be structured to describe a topic.	K.RN.3.2 Recognize that a nonfiction text can be structured to describe a topic.	No change
K.RN.3.3 Standard begins at second grade.	K.RN.3.3 Standard begins at second grade. 2.RN.3.3: Identify what the author wants to answer, explain, or describe in the text.	Added second grade standard as a reference

Synthesis and Connection of Ideas

K.RN.4.1 With support, identify the reasons an author gives to support points in a text.	K.RN.4.1 With support, identify the reasons an author gives to support points in a text.	No change
K.RN.4.2 With support, identify 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.	No change
K.RN.4.3 Standard begins at sixth grade.	K.RN.4.3 Standard begins at sixth grade. 6.RN.4.3: Compare and contrast one author's presentation of events with that of another.	Added sixth grade standard as a reference

2014 Standard Language	2020 Standard Language	Changes
Kindergarten- Reading Vocabulary		
Vocabulary Building		



K.RV.2.1 Standard begins at first grade.	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.	Added first grade standard as a reference
K.RV.2.2 Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites).	K.RV.2.2 Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites).	No change
K.RV.2.3 Standard begins at sixth grade.	K.RV.2.3 Standard begins at sixth grade. 6.RV.2.3: Distinguish among the connotations of words with similar denotations.	Added sixth grade standard as a reference
K.RV.2.4 Recognize frequently occurring inflections (e.g., look, looks).	K.RV.2.4 Recognize frequently occurring inflections (e.g., look, looks).	No change
K.RV.2.5 Standard begins at second grade.	K.RV.2.5 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.	Added second grade standard as a reference

Vocabulary in Literature and Nonfiction Texts

K.RV.3.1 With support, ask and answer questions about unknown words in stories, poems, or songs.	K.RV.3.1 With support, ask and answer questions about unknown words in stories, poems, or songs.	No change
K.RV.3.2 With support, ask	K.RV.3.2 With support, ask	No change



and answer questions about unknown words in a nonfiction text.	and answer questions about unknown words in a nonfiction text.	
K.RV.3.3 Standard begins at third grade.	K.RV.3.3 Standard begins at third grade. 3.RV.3.3: Recognize the meanings of idioms in context.	Added third grade standard as a reference

2014 Standard Language	2020 Standard Language	Changes
Kindergarten- Writing		
Handwriting		
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 Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.	No change
K.W.2.2 Write by moving from left to right and top to bottom.	K.W.2.2 Write by moving from left to right and top to bottom.	No change
Writing Genres: Argumentative, Informative, and Narrative		
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 Use words and pictures to provide logical reasons for suggesting that others follow a particular course of action.	No change
K.W.3.2 Use words and pictures to develop a main idea and provide some information about a topic.	K.W.3.2 Use words and pictures to develop a main idea and provide some information about a topic.	No change
K.W.3.3 Use words and pictures to narrate a single	K.W.3.3 Use words and pictures to narrate a single	No change



event or simple story, arranging ideas in order.	event or simple story, arranging ideas in order.	
The Writing Process		
K.W.4 Apply the writing process to – 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). b. Use available technology to produce and publish writing.	K.W.4 Apply the writing process to – 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). b. Use available technology to produce and publish writing.	No change
<i>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</i>		
K.W.5 With support, build understanding of a topic using various sources. a. Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic.	K.W.5 With support, build understanding of a topic using various sources. a. Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic	No change
<i>Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</i>		
K.W.6.1 Demonstrate command of English grammar and usage, focusing on:	K.W.6.1 Demonstrate command of English grammar and usage, focusing on:	No change
K.W.6.1a Nouns/Pronouns – Writing sentences that include	K.W.6.1a Nouns/Pronouns – Writing sentences that include	No change



singular and/or plural nouns (e.g., dog/dogs, cat/cats).	singular and/or plural nouns (e.g., dog/dogs, cat/cats).	
K.W.6.1b Verbs – Writing sentences that include verbs.	K.W.6.1b Verbs – Writing sentences that include verbs.	No change
K.W.6.1c Adjectives/ Adverbs – Standard begins at second grade.	K.W.6.1c Adjectives/ Adverbs – Standard begins at second grade. 2.W.6.1c: Adjectives/ Adverbs –Writing sentences that use adjectives and adverbs.	Added second grade standard as a reference
K.W.6.1d Prepositions – Standard begins at fourth grade.	K.W.6.1d Prepositions – Standard begins at fourth grade. 4.W.6.1d: Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence.	Added fourth grade standard as a reference
K.W.6.1e Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something, etc.).	K.W.6.1e Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something, etc.).	No change
K.W.6.2 Demonstrate command of capitalization, punctuation, and spelling, focusing on:	K.W.6.2 Demonstrate command of capitalization, punctuation, and spelling, focusing on:	No change
K.W.6.2a Capitalization – Capitalizing the first word in a sentence and the pronoun I.	K.W.6.2a Capitalization – Capitalizing the first word in a sentence and the pronoun I.	No change
K.W.6.2b Punctuation – Recognizing and naming end punctuation.	K.W.6.2b Punctuation – Recognizing and naming end punctuation.	No change
K.W.6.2c Spelling – Spelling simple words phonetically, drawing on phonemic	K.W.6.2c Spelling – Spelling simple words phonetically, drawing on phonemic	No change



awareness.	awareness.	
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2014 Standard Language	2020 Standard Language	Changes
Kindergarten- Speaking and Listening		
Discussion and Collaboration		
K.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.	K.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.	No change
K.SL.2.2 Standard begins in third grade.	K.SL.2.2 Standard begins in third grade. 3.SL.2.2: Explore ideas under discussion by drawing on readings and other information.	Added third grade standard as a reference
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 Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.	No change
K.SL.2.4 Ask questions to seek help, get information, or clarify something that is not understood.	K.SL.2.4 Ask questions to seek help, get information, or clarify something that is not understood.	No change
K.SL.2.5 Continue a conversation through multiple exchanges.	K.SL.2.5 Continue a conversation through multiple exchanges.	No change
Comprehension		
K.SL.3.1 Ask and answer questions about key details in a text read aloud or information	K.SL.3.1 Ask and answer questions about key details in a text read aloud or information	No change



presented orally or through other media.	presented orally or through other media.	
K.SL.3.2 Ask appropriate questions about what a speaker says.	K.SL.3.2 Ask appropriate questions about what a speaker says.	No change
Presentation of Knowledge and Ideas		
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 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.	No change
K.SL.4.2 Standard begins in first grade.	K.SL.4.2 Standard begins in first grade. 1.SL.4.2: Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.	Added first grade standard as a reference
K.SL.4.3 Give, restate, and follow simple two-step directions.	K.SL.4.3 Give, restate, and follow simple two-step directions.	No change

2014 Standard Language	2020 Standard Language	Changes
Kindergarten- Media Literacy		
Media Literacy		
K.ML.2.1 Recognize common signs and logos and identify commercials or advertisements.	K.ML.2.1 Recognize common signs and logos and identify commercials or advertisements.	No change



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K.ML.2.2 Standard begins in fifth grade.	K.ML.2.2 Standard begins in fifth grade. 5.ML.2.2: Identify the role of the media in focusing people's attention on events and in forming their opinions on issues.	Added fifth grade standard as a reference
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