



Grade 1 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
1.RF.1	Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).	1.RF.2.3	Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).
1.RF.2	Blend sounds, including consonant blends, to produce single- and multi-syllable words. (E)	1.RF.3.2	Blend sounds, including consonant blends, to produce single- and multi-syllable words.
1.RF.3	Identify and produce beginning, middle (medial), and final sounds in single-syllable words. (E)	1.RF.3.4	Distinguish beginning, middle (medial), and final sounds in single-syllable words.
1.RF.4	Segment individual phonemes in one-syllable words. (E)	1.RF.3.5	Segment the individual sounds in one-syllable words.
1.RF.5	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai), and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)	1.RF.4.1	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.

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1.RF.6	Decode one-syllable words in the major syllable types (CVC, CVr, V, VV, VCe), independent of context. (E)	1.RF.4.2	Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.
1.RF.7	Decode grade-appropriate base words and affixes, including common prefixes, plurals, verb tense, inflectional suffixes (e.g., plurals, verb tenses), simple compound words (e.g., cupcake), and contractions (e.g., isn't). (E)	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>Further guidance for support will be provided in the Literacy Framework.</i>
1.RF.8	Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading.	1.RF.5	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
		1.RF.2.1	<i>Students are expected to build upon and continue applying concepts learned previously. K.RF.2.1 Demonstrate understanding that print moves from left to right across the page and from top to bottom.</i>
		1.RF.2.2	<i>Students are expected to build upon and continue applying concepts learned previously. K.RF.2.2 Recognize that written words are made up of sequences of letters.</i>
		1.RF.2.4	Learn and apply knowledge of alphabetical order.
		1.RF.3.1	Produce rhyming words.
		1.RF.3.3	Orally blend sounds in words.
		1.RF.4.3	Apply knowledge of final –e and common vowel teams (vowel digraphs) for representing long vowel sounds.

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		1.RF.4.4	Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said). <i>Further guidance for support will be provided in the Literacy Framework.</i>
		1.RF.4.5	Read words in common word families (e.g., -at, -ate).
2023 Indiana Academic Standard		2020 Indiana Academic Standard	
Domain: Reading Comprehension		Domains: Reading Literature, Reading Nonfiction, and Reading Vocabulary	
Number	Text	Number	Text
1.RC.1	Ask and answer questions about the main idea and key details to clarify and confirm understanding of a text. (E)	1.RL.2.1	Ask and answer questions about main idea and key details in a text.
		1.RN.2.1	Ask and answer questions about key details to clarify and confirm understanding of a text.
1.RC.2	Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate comprehension of their central message or lesson.	1.RL.2.2	Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson. <i>Further guidance for support will be provided in the Literacy Framework.</i>
1.RC.3	Using key details, identify and describe the elements of plot, character, and setting. (E)	1.RL.2.3	Using key details, identify and describe the elements of plot, character, and setting.
1.RC.4	Make and confirm predictions about what will happen next in a story.	1.RL.2.4	Make and confirm predictions about what will happen next in a story.

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1.RC.5	Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).	1.RL.3.1	Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
1.RC.6	Retell main ideas and key details of a text. (E)	1.RN.2.2	Retell main ideas and key details of a text.
1.RC.7	Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.	1.RN.3.1	Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.
1.RC.8	Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause-and-effect relationship. (E)	1.RN.3.2	Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship.
1.RC.9	Demonstrate comprehension that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.	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.
1.RC.10	Define and sort words into categories (e.g., antonyms, living things, synonyms). (E)	1.RV.2.2	Define and sort words into categories (e.g., antonyms, living things, synonyms).
		1.RL.3.2	Identify who is telling the story at various points in a text.
		1.RL.4.1	Use illustrations and details in a story to describe its characters, setting, or events.
		1.RL.4.2	Compare and contrast the adventures and experiences of characters in stories.
		1.RN.2.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.

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		1.RN.3.3	<i>Standard begins at second grade. 2.RN.3.3: Identify what the author wants to answer, explain, or describe in the text.</i>
		1.RN.4.1	Identify the reasons the author gives to support points in a text.
		1.RN.4.2	Identify basic similarities in and differences between two texts on the same topic.
		1.RN.4.3	<i>Standard begins at sixth grade. RN.4.3: Compare and contrast one author’s presentation of events with that of another.</i>
		1.RV.2.3	<i>Standard begins at sixth grade. 6.RV.2.3: Distinguish among the connotations of words with similar denotations.</i>
		1.RV.2.4	Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknown word. <i>Further guidance for support will be provided in the Literacy Framework.</i>
		1.RV.2.5	<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>
		1.RV.3.1	Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell).
		1.RV.3.2	Ask and answer questions to help determine or clarify the meaning of words and phrases in a

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			nonfiction text.
		1.RV.3.3	<i>Standard begins at third grade. 3.RV.3.3: Recognize the meanings of idioms in context.</i>
2023 Indiana Academic Standard		2020 Indiana Academic Standard	
Domain: Writing		Domain: Writing	
Number	Text	Number	Text
1.W.1	Write all uppercase (capital) and lowercase letters legibly and space letters, words, and sentences appropriately.	1.W.2.1	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.
1.W.2	Produce (when writing or speaking) logically connected sentences to make a proposal to a particular audience (e.g., a parent, classmate), and give reasons why the proposal should be considered. (E)	1.W.3.1	Write logically connected sentences to make a proposal to a particular audience (e.g., a parent, classmate, etc.) and give reasons why the proposal should be considered.
1.W.3	Produce (when writing or speaking) a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement. (E)	1.W.3.2	Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.
1.W.4	Produce (when writing or speaking) narratives using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending. (E)	1.W.3.3	Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.
1.W.5	With support, apply the writing process to: <ul style="list-style-type: none"> a. Plan by generating ideas for writing through oral discussions and drawings; b. Develop drafts in pictorial or written form by 	1.W.4	Apply the writing process to – <ul style="list-style-type: none"> a. With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence

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	<p>organizing ideas;</p> <p>c. Revise writing to add details in pictures or words (e.g., sentence structure); edit writing for conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and</p> <p>d. Use available technology to produce and publish legible documents.</p>		<p>structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers.</p> <p>b. Use available technology to produce and publish legible documents.</p>
1.W.6	<p>With support, conduct research on a topic.</p> <p>a. Identify several sources of information and indicate the sources.</p> <p>b. Organize information using graphic organizers or other aids.</p> <p>c. Make informal presentations on information gathered.</p>	1.W.5	<p>With support, conduct simple research on a topic.</p> <p>a. Identify several sources of information and indicate the sources.</p> <p>b. Organize information, using graphic organizers or other aids.</p> <p>c. Make informal presentations on information gathered.</p>

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<p>1.W.7</p>	<p>Demonstrate command of English grammar and usage, when writing or speaking, focusing on:</p> <ul style="list-style-type: none"> a. Nouns/Pronouns – Using sentences that include common and proper nouns and personal pronouns. b. Verbs – Using sentences with verbs to convey a sense of past, present, and future. c. Usage – Using complete, simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 	<p>1.W.6.1</p>	<p>Demonstrate command of English grammar and usage, focusing on:</p> <ul style="list-style-type: none"> 1.W.6.1a Nouns/Pronouns – Writing sentences that include common and proper nouns and personal pronouns. 1.W.6.1b Verbs – Writing sentences using verbs to convey a sense of past, present, and future. 1.W.6.1c Adjectives/ Adverbs – <i>Standard begins at second grade. 2.W.6.1c: Adjectives/Adverbs – Writing sentences that use adjectives and adverbs.</i> 1.W.6.1d Prepositions – <i>Standard begins at fourth grade. 4.W.6.1d: Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence.</i> 1.W.6.1e Usage – Writing complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
<p>1.W.8</p>	<p>Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p> <ul style="list-style-type: none"> a. Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I. b. Punctuation – <ul style="list-style-type: none"> I. Correctly using a period, question mark, and exclamation mark at the end of a sentence. II. Using commas in dates and to separate items in a series. c. Encoding – 	<p>1.W.6.2</p>	<p>Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p> <ul style="list-style-type: none"> 1.W.6.2a Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I. 1.W.6.2b Punctuation – <ul style="list-style-type: none"> a. Correctly using a period, question mark, and exclamation mark at the end of a sentence. b. Using commas in dates and to separate items in a series. 2.W.6.2c Spelling –

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	<ul style="list-style-type: none"> I. Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions. II. Correctly spelling words with common spelling patterns. III. Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E) 		<ul style="list-style-type: none"> a. Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions. b. Correctly spelling words with common spelling patterns. c. Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words.
		1.W.2.2	<i>Students are expected to build upon and continue applying concepts learned previously. K.W.2.2 Write by moving from left to right and top to bottom.</i>
2023 Indiana Academic Standard		2020 Indiana Academic Standard	
Domain: Communication and Collaboration		Domains: Speaking & Listening and Media Literacy	
Number	Text	Number	Text
1.CC.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)	1.SL.2.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
1.CC.2	Listen to others, take turns speaking about the topic, and add one’s own ideas in small group discussions or tasks.	1.SL.2.3	Listen to others, take turns speaking about the topic, and add one’s own ideas in small group discussions or tasks.
1.CC.3	Ask and answer questions about what a speaker says to clarify something that is not understood.	1.SL.3.1	Ask and answer questions about what a speaker says to clarify something that is not understood.
1.CC.4	Ask and answer questions about key details in what is read, heard, or viewed to demonstrate comprehension. (E)	1.SL.3.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

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1.CC.5	Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.	1.SL.4.1	Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.
1.CC.6	Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.	1.SL.4.2	Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.
1.CC.7	Give and follow oral directions with two or three steps.	1.SL.4.3	Give and follow three- and four-step directions.
		1.SL.2.2	<i>Standard begins in third grade. 3.SL.2.2: Explore ideas under discussion by drawing on readings and other information.</i>
		1.SL.2.4	Ask questions to clarify information about topics and texts under discussion.
		1.SL.2.5	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
		1.ML.2.1	Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard, or viewed.
		1.ML.2.2	<i>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.</i>