



INDIANA
DEPARTMENT *of*
EDUCATION

2023 INDIANA ACADEMIC STANDARDS
ENGLISH/LANGUAGE ARTS

GRADE 1



Indiana Academic Standards Context and Purpose

Introduction

The Indiana Academic Standards for Grade 1 English/Language Arts are the result of a process designed to identify, evaluate, synthesize, and create high-quality, rigorous learning expectations for Indiana students.

Pursuant to Indiana Code (IC) 20-31-3-1(c-d), the Indiana Department of Education (IDOE) facilitated the prioritization of the Indiana Academic Standards. The standards are designed to ensure that all Indiana students, upon graduation, are prepared with essential knowledge and skills needed to access employment, enrollment, or enlistment leading to service.

All standards are required to be taught. Standards identified as essential for mastery by the end of the grade level are indicated with shading and an “E.” The learning outcome statement for each domain immediately precedes each set of standards.

What are the Indiana Academic Standards and how should they be used?

The Indiana Academic Standards are designed to help educators, parents, students, and community members understand the necessary content for each grade level, and within each content area domain, to access employment, enrollment, or enlistment leading to service. These standards should form the basis for strong core instruction for all students at each grade level and content area. The standards identify the minimum academic content or skills that Indiana students need in order to be prepared for success after graduation, but they are not an exhaustive list.

While the Indiana Academic Standards establish key expectations for knowledge and skills and should be used as the basis for curriculum, the standards by themselves do not constitute a curriculum. It is the responsibility of the local school corporation to select and formally adopt curricular tools, including textbooks and any other supplementary materials, that align with Indiana Academic Standards. Additionally, corporation and school leaders should consider the appropriate instructional sequence of the standards as well as the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning, but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. These standards must also be complemented by robust, evidence-based instructional practices to support overall student development. By utilizing strategic and intentional instructional practices, other areas such as STEM and employability skills can be integrated with the content standards.

Content-Specific Considerations

The Indiana Academic Standards for Grade 1 English/Language Arts consist of four domains: Reading Foundations, Reading Comprehension, Writing, and Communication and

Collaboration. The skills listed in each domain indicate what students should know and be able to do by the end of the grade level. It is important that all students can comprehend texts of steadily increasing complexity as they progress throughout the grade level.

Acknowledgments

The Indiana Department of Education appreciates the time, dedication, and expertise offered by Indiana's K-12 educators, higher education professors, representatives from business and industry, families, and other stakeholders who contributed to the development of the Indiana Academic Standards. We wish to specially acknowledge the committee members, as well as participants in the public comment period, who dedicated many hours to the review and evaluation of these standards designed to prepare Indiana students for success after graduation.

Grade 1 English/Language Arts

Standards identified as essential for mastery by the end of the grade level are indicated with gray shading and an “E.” The learning outcome statement for each domain immediately precedes each set of standards.

Reading Foundations	
Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.	
Print Concepts	
1.RF.1	Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).
Phonemic Awareness	
1.RF.2	Blend sounds, including consonant blends, to produce single- and multi-syllable words. (E)
1.RF.3	Identify and produce beginning, middle (medial), and final sounds in single-syllable words. (E)
1.RF.4	Segment individual phonemes in one-syllable words. (E)
Decoding	
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.6	Decode one-syllable words in the major syllable types (CVC, CVr, V, VV, VCe), independent of context. (E)
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.8	Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading.
Reading Comprehension	
Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.	
1.RC.1	Ask and answer questions about the main idea and key details to clarify and confirm understanding of a text. (E)
1.RC.2	Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate comprehension of their central message or lesson.
1.RC.3	Using key details, identify and describe the elements of plot, character, and setting. (E)
1.RC.4	Make and confirm predictions about what will happen next in a story.

1.RC.5	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.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.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.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.RC.10	Define and sort words into categories (e.g., antonyms, living things, synonyms). (E)
Writing	
Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.	
1.W.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	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.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.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 organizing ideas; 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 d. Use available technology to produce and publish legible documents.
1.W.6	With support, conduct research on a topic. <ul style="list-style-type: none"> a. Identify several sources of information and indicate the sources. b. Organize information, using graphic organizers or other aids. c. Make informal presentations on information gathered.

<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.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 – <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)
<p>Communication and Collaboration</p>	
<p>Learning Outcome: Students actively listen and participate in discussions using details and answering questions.</p>	
<p>1.CC.1</p>	<p>Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)</p>
<p>1.CC.2</p>	<p>Listen to others, take turns speaking about the topic, and add one’s own ideas in small group discussions or tasks.</p>
<p>1.CC.3</p>	<p>Ask and answer questions about what a speaker says to clarify something that is not understood.</p>
<p>1.CC.4</p>	<p>Ask and answer questions about key details in what is read, heard, or viewed to demonstrate comprehension. (E)</p>
<p>1.CC.5</p>	<p>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.</p>
<p>1.CC.6</p>	<p>Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.</p>
<p>1.CC.7</p>	<p>Give and follow oral directions with two or three steps.</p>