Kindergarten English/Language Arts

This document provides correlations between the 2023 Indiana Academic Standards (IAS) and the Common Core State Standards (CCSS) for easy reference. This correlation guide is intended to help support conversations regarding state and national standards and may be used as one of many tools to help inform a variety of local decisions (e.g., selection of high-quality curricular materials, curriculum maps).

The 2023 Indiana Academic Standards resulted from the standards streamlining process required by Indiana Code (IC) 20-31-3-1(c-d) and were adopted by the Indiana State Board of Education in June 2023. Standards designated as essential (E) for student mastery by the end of the grade level are shaded in gray and all standards were renumbered to avoid gaps in sequencing.

2023 Indiana Academic Standard		Common Core State Standard		Differences Between 2023 IAS and CCSS
Domain: Reading Foundations				
Number	**Text**	**Number**	**Text**	**Description**
K.RF.1	Demonstrate understanding that print moves from left to right across the page and from top to bottom.	**RF.K.1**	Demonstrate understanding of the organization and basic features of print.	*No content differences identified.*
		RF.K.1.A	Follow words from left to right, top to bottom, and page by page.	
K.RF.2	Recognize that written words are made up of sequences of letters.	**RF.K.1.B**	Recognize that spoken words are represented in written language by specific sequences of letters.	
K.RF.3	Identify and name all uppercase (capital) and lowercase letters of the alphabet. (E)	**RF.K.1.D**	Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.	

K.RF.4	Identify and produce rhyming words.	RF.K.2.A	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.	*No content differences identified.*
K.RF.5	Orally pronounce, blend, and segment words into syllables. (E)	RF.K.2.B	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Count, pronounce, blend, and segment syllables in spoken words.	
		RF.K.2.C	Blend and segment onsets and rimes of single-syllable spoken words.	IAS requires students to orally pronounce, blend, and segment words.
K.RF.6	Identify and produce the beginning, middle (medial), and final sounds in three and four phoneme words. (E)	RF.K.2.D	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). 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 identify and produce beginning, middle, and final sounds in three- and four- phoneme words, including CVC words ending in /l/, /r/, or /x/.
K.RF.7	Use letter-sound knowledge to decode the sound of each consonant. (E)	RF.K.3.A	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 all possible sounds for each consonant.

K.RF.8	Use letter-sound knowledge to decode words, including open and closed syllables, consonant digraphs, and blends. (E)	RF.K.3.C	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	IAS requires students to use letter-sound correspondence to decode the sounds of all syllable types, consonant digraphs, and blends. IC 20-26-12-24.5 requires public schools, including charter schools, to adopt curriculum or supplemental materials that are aligned with the science of reading, and states that schools may not adopt curricula or materials that are based on the three-cueing model.
K.RF.9	Orally read decodable texts with appropriate accuracy and automaticity.	RF.K.4	Read emergent-reader texts with purpose and understanding.	IAS requires students to read decodable texts with emphasis on accuracy and automaticity.
2023 Indiana Academic Standard		**Common Core State Standard**		**Differences Between 2023 IAS and CCSS**
Domain: Reading Comprehension				
Number	**Text**	**Number**	**Text**	**Description**
K.RC.1	With support, ask and answer questions about main topics and key details in a text heard or read. (E)	**RL.K.1**	With prompting and support, ask and answer questions about key details in a text.	IAS specifies students ask and answer questions about both main topics and key details in a text that is heard or read.
K.RC.2	With support, retell familiar stories, poems, and nursery rhymes, including key details. (E)	**RL.K.2**	With prompting and support, retell familiar stories, including key details.	IAS requires students to retell familiar stories with an emphasis on poems and nursery rhymes.

K.RC.3	Identify important elements within a text (e.g., characters, settings, or events). (E)	RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	IAS requires students to independently identify important text elements.
K.RC.4	With support, make predictions about what will happen in a text.			
K.RC.5	With support, retell the main idea and key details of a text.	RI.K.2	With prompting and support, identify the main topic and retell key details of a text.	IAS emphasizes retelling the main idea as well as the key details of a text.
K.RC.6	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. (E)	RI.K.5	Identify the front cover, back cover, and title page of a book.	IAS requires students to identify various nonfiction text features with emphasis on describing the relationship between those features and the text.
K.RC.7	Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites) through oral discussions. (E)	L.K.5.A	With guidance and support from adults, explore word relationships and nuances in word meanings. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	IAS emphasizes using oral discussions with students to identify and sort pictures of objects into categories.

2023 Indiana Academic Standard		Common Core State Standard		Differences Between 2023 IAS and CCSS
Number	**Text**	**Number**	**Text**	**Description**
Domain: Writing				
K.W.1	Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.	L.K.1.A	Print many upper- and lowercase letters.	IAS requires students to correctly shape and space letters of the alphabet in words.
K.W.2	Write by moving from left to right across the page and top to bottom.			
K.W.3	Use words and pictures to develop a main idea and provide information about a topic. (E)	W.K.2	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.	*No content differences identified.*
K.W.4	Use words, pictures, and dictation to narrate a single event or simple story, arranging ideas in order. (E)	W.K.3	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.	*No content differences identified.*

K.W.5	With support, apply the writing process to:
	
	  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 by adding details in pictures or words; and
	  d. Use available technology to produce and publish writing.
		W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	IAS details the writing process with respect to developmental needs. IAS specifies students plan writing ideas through oral discussions and drawings; draft and organize ideas in pictorial or written form; revise writing by adding details in pictures or words, and use technology available to produce and publish writing.

K.W.6	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.	**W.K.8**	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	IAS requires students to use various sources, with emphasis on identifying relevant pictures, charts, texts, personal experiences, or people, in order to build their understanding of a topic.
K.W.7	Demonstrate command of English grammar and usage when writing or speaking, focusing on: a. Nouns/Pronouns – Using sentences that include singular and/or plural nouns	**L.K.1**	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	*No content differences identified.*
		L.K.1.B	Use frequently occurring nouns and verbs.	IAS emphasizes students using nouns, pronouns, and verbs when writing or speaking.
		L.K.1.C	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs;	

	(e.g., dog/dogs, cat/cats). b. Verbs – Using sentences that include verbs. c. Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something)		wish, wishes).	
		L.K.1.D	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	IAS emphasizes recognition of different sentence types.
		L.K.1.E	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	IAS emphasizes the overall command of English grammar and usage.
		L.K.1.F	Produce and expand complete sentences in shared language activities.	IAS emphasizes recognition of different sentence types.
K.W.8	Demonstrate command of capitalization, punctuation, and spelling, focusing on: a. Capitalization – Capitalizing the first word in a sentence and the pronoun I. b. Punctuation – Recognizing and naming end punctuation. c. Encoding – Spelling simple words phonetically, drawing on phonemic awareness.	**L.K.2**	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	*No content differences identified.*
		L.K.2.A	Capitalize the first word in a sentence and the pronoun *I*.	
		L.K.2.B	Recognize and name end punctuation.	
		L.K.2.C	Write a letter or letters for most consonant and short-vowel sounds (phonemes).	IAS emphasizes phonetic spelling, overall.
		L.K.2.D	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	*No content differences identified.*

2023 Indiana Academic Standard		Common Core State Standard		Differences Between 2023 IAS and CCSS
Number	**Text**	**Number**	**Text**	**Description**
Domain: Communication and Collaboration				
K.CC.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)	**SL.K.1**	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	*No content differences identified.*
K.CC.2	Ask questions to seek help, obtain information, or clarify something that is not understood.	**SL.K.3**	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	*No content differences identified.*
K.CC.3	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (E)	**SL.K.2**	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.	
K.CC.4	Audibly recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events. With support, provide additional details on these topics.	**SL.K.6**	Speak audibly and express thoughts, feelings, and ideas clearly.	IAS emphasizes audible recitation of poems, rhymes, songs and use of complete sentences to describe familiar people, places, things, and events.
K.CC.5	Follow simple two or three-step oral directions.			