

Main Criteria: Classroom Supplement Units Kindergarten

Secondary Criteria: Indiana Academic Standards

Subject: Language Arts

Grade: K

Classroom Supplement Units Kindergarten

Pre-writing

Indiana Academic Standards

Language Arts

Grade K - Adopted: 2014

STANDARD / STRAND	IN.K.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	K.RF.1.	LEARNING OUTCOME FOR READING FOUNDATIONS: Develop, build, and apply knowledge of foundational reading skills
INDICATOR / STANDARD	K.RF.1.1.	Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills.
STANDARD / STRAND	IN.K.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	K.RF.2.	PRINT CONCEPTS: Demonstrate understanding of the organization and basic features of print, including that printed materials provide information and tell stories
INDICATOR / STANDARD	K.RF.2.1.	Demonstrate understanding that print moves from left to right across the page and from top to bottom.
INDICATOR / STANDARD	K.RF.2.2.	Recognize that written words are made up of sequences of letters.
INDICATOR / STANDARD	K.RF.2.3.	Recognize that words are combined to form sentences.
INDICATOR / STANDARD	K.RF.2.4.	Identify and name all uppercase capital) and lowercase letters of the alphabet.
STANDARD / STRAND	IN.K.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	K.RF.3.	PHONOLOGICAL AWARENESS: Demonstrate understanding and apply knowledge of spoken words, syllables, and sounds
INDICATOR / STANDARD	K.RF.3.1.	Identify and produce rhyming words.
INDICATOR / STANDARD	K.RF.3.2.	Orally pronounce, blend, and segment words into syllables.
INDICATOR / STANDARD	K.RF.3.3.	Orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in words.
INDICATOR / STANDARD	K.RF.3.4.	Tell the order of sounds heard in words with two or three phonemes, and identify the beginning, middle (medial) and final sounds.
INDICATOR / STANDARD	K.RF.3.5.	Add, delete, or substitute sounds to change words.
STANDARD / STRAND	IN.K.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	K.RF.4.	PHONICS: Decode and read words by applying phonics and word analysis skills
INDICATOR / STANDARD	K.RF.4.1.	Use letter-sound knowledge to decode the sound of each consonant (e.g., dog = /d/ /g/; soap = /s/ /p/).
INDICATOR / STANDARD	K.RF.4.3.	Recognize the long and short sounds for the five major vowels.
INDICATOR / STANDARD	K.RF.4.4.	Read common high-frequency words by sight (e.g., a, my).
INDICATOR / STANDARD	K.RF.4.5.	Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written.

STANDARD / STRAND	IN.K.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	K.RF.5.	FLUENCY: Demonstrate accuracy and fluency when reading
INDICATOR / STANDARD	K.RF.5.1.	Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.
STANDARD / STRAND	IN.K.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	K.RL.1.	LEARNING OUTCOME FOR READING LITERATURE: Read and comprehend a variety of literature independently and proficiently
INDICATOR / STANDARD	K.RL.1.1.	Actively engage in group reading activities with purpose and understanding.
STANDARD / STRAND	IN.K.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	K.RL.2.	KEY IDEAS AND TEXTUAL SUPPORT: Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes
INDICATOR / STANDARD	K.RL.2.1.	With support, ask and answer questions about main topics and key details in a text heard or read.
INDICATOR / STANDARD	K.RL.2.3.	Identify important elements of the text (e.g., characters, settings, or events).
STANDARD / STRAND	IN.K.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	K.RL.3.	STRUCTURAL ELEMENTS AND ORGANIZATION: Build comprehension and appreciation of literature, using knowledge of literary structure and point of view
INDICATOR / STANDARD	K.RL.3.1.	Recognize familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
STANDARD / STRAND	IN.K.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	K.RL.4.	CONNECTION OF IDEAS: Build comprehension and appreciation of literature by connecting literary elements and themes and analyzing how sensory tools impact meaning
INDICATOR / STANDARD	K.RL.4.2.	With support, compare and contrast the adventures and experiences of characters in familiar stories.
STANDARD / STRAND	IN.K.RN.	READING: Nonfiction
PROFICIENCY STATEMENT / SUBSTRAND	K.RN.1.	LEARNING OUTCOME FOR READING NONFICTION: Read and comprehend a variety of nonfiction independently and proficiently
INDICATOR / STANDARD	K.RN.1.1.	Actively engage in group reading activities with purpose and understanding.
STANDARD / STRAND	IN.K.RN.	READING: Nonfiction
PROFICIENCY STATEMENT / SUBSTRAND	K.RN.2.	KEY IDEAS AND TEXTUAL SUPPORT: Extract and construct meaning from nonfiction texts using a range of comprehension skills
INDICATOR / STANDARD	K.RN.2.1.	With support, ask and answer questions about important elements of a text (e.g., events, topics, concepts).
INDICATOR / STANDARD	K.RN.2.2.	With support, retell the main idea and key details of a text.
STANDARD / STRAND	IN.K.RN.	READING: Nonfiction
PROFICIENCY STATEMENT / SUBSTRAND	K.RN.3.	FEATURES AND STRUCTURES: Build understanding of nonfiction text, using knowledge of text features, structures, and author's perspective
INDICATOR / STANDARD	K.RN.3.2.	Recognize that a nonfiction text can be structured to describe a topic.
STANDARD / STRAND	IN.K.RN.	READING: Nonfiction
PROFICIENCY STATEMENT / SUBSTRAND	K.RN.4.	CONNECTION OF IDEAS: Build understanding of nonfiction texts by verifying points and making connections between topics and ideas

INDICATOR / STANDARD	K.RN.4.1	With support, identify the reasons an author gives to support points in a text.
STANDARD / STRAND	IN.K.RV.	READING: Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND	K.RV.1.	LEARNING OUTCOME FOR READING VOCABULARY: Build and apply vocabulary using various strategies and sources
INDICATOR / STANDARD	K.RV.1.1.	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.
STANDARD / STRAND	IN.K.RV.	READING: Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND	K.RV.3.	VOCABULARY IN LITERATURE AND NONFICTION TEXTS: Build appreciation and understanding of literature and nonfiction texts by determining or clarifying the meanings of words and their uses
INDICATOR / STANDARD	K.RV.3.1.	With support, ask and answer questions about unknown words in stories, poems, or songs.
INDICATOR / STANDARD	K.RV.3.2.	With support, ask and answer questions about unknown words in a nonfiction text.
STANDARD / STRAND	IN.K.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	K.W.1.	LEARNING OUTCOME FOR WRITING: Write effectively for a variety of tasks, purposes, and audiences
INDICATOR / STANDARD	K.W.1.1.	Write for specific purposes and audiences.
STANDARD / STRAND	IN.K.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	K.W.2.	HANDWRITING: Demonstrate the ability to write legibly
INDICATOR / STANDARD	K.W.2.1.	Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.
STANDARD / STRAND	IN.K.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	K.W.6.	CONVENTIONS OF STANDARD ENGLISH: Demonstrate command of the conventions of standard English
INDICATOR / STANDARD		GRAMMAR AND USAGE
EXPECTATION / INDICATOR	K.W.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	K.W.6.1a.	Nouns/Pronouns – Writing sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats).
INDICATOR	K.W.6.1b.	Verbs – Writing sentences that include verbs.
STANDARD / STRAND	IN.K.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	K.W.6.	CONVENTIONS OF STANDARD ENGLISH: Demonstrate command of the conventions of standard English
INDICATOR / STANDARD		CAPITALIZATION, PUNCTUATION, AND SPELLING
EXPECTATION / INDICATOR	K.W.6.2.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
INDICATOR	K.W.6.2a.	Capitalization – Capitalizing the first word in a sentence and the pronoun I.
INDICATOR	K.W.6.2b.	Punctuation – Recognizing and naming end punctuation.
STANDARD / STRAND	IN.K.SL.	SPEAKING AND LISTENING
PROFICIENCY STATEMENT / SUBSTRAND	K.SL.2.	DISCUSSION AND COLLABORATION: Develop and apply reciprocal communication skills by participating in a range of collaborative discussions
INDICATOR / STANDARD	K.SL.2.1.	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.

INDICATOR / STANDARD	K.SL.2.3.	Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.
INDICATOR / STANDARD	K.SL.2.4.	Ask questions to seek help, get information, or clarify something that is not understood.
INDICATOR / STANDARD	K.SL.2.5.	Continue a conversation through multiple exchanges.
STANDARD / STRAND	IN.K.SL.	SPEAKING AND LISTENING
PROFICIENCY STATEMENT / SUBSTRAND	K.SL.3.	COMPREHENSION: Develop and apply active listening and interpretation skills using various strategies
INDICATOR / STANDARD	K.SL.3.1.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
INDICATOR / STANDARD	K.SL.3.2.	Ask appropriate questions about what a speaker says.
STANDARD / STRAND	IN.K.SL.	SPEAKING AND LISTENING
PROFICIENCY STATEMENT / SUBSTRAND	K.SL.4.	PRESENTATION OF KNOWLEDGE AND IDEAS: Develop and apply speaking skills to communicate ideas effectively in a variety of situations
INDICATOR / STANDARD	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.

Unit 1

Indiana Academic Standards

Language Arts

Grade K - Adopted: 2014

STANDARD / STRAND	IN.K.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	K.RF.1.	LEARNING OUTCOME FOR READING FOUNDATIONS: Develop, build, and apply knowledge of foundational reading skills
INDICATOR / STANDARD	K.RF.1.1.	Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills.
STANDARD / STRAND	IN.K.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	K.RF.2.	PRINT CONCEPTS: Demonstrate understanding of the organization and basic features of print, including that printed materials provide information and tell stories
INDICATOR / STANDARD	K.RF.2.1.	Demonstrate understanding that print moves from left to right across the page and from top to bottom.
INDICATOR / STANDARD	K.RF.2.2.	Recognize that written words are made up of sequences of letters.
INDICATOR / STANDARD	K.RF.2.3.	Recognize that words are combined to form sentences.
INDICATOR / STANDARD	K.RF.2.4.	Identify and name all uppercase capital) and lowercase letters of the alphabet.
STANDARD / STRAND	IN.K.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	K.RF.3.	PHONOLOGICAL AWARENESS: Demonstrate understanding and apply knowledge of spoken words, syllables, and sounds
INDICATOR / STANDARD	K.RF.3.1.	Identify and produce rhyming words.
INDICATOR / STANDARD	K.RF.3.2.	Orally pronounce, blend, and segment words into syllables.
INDICATOR / STANDARD	K.RF.3.3.	Orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in words.
INDICATOR / STANDARD	K.RF.3.4.	Tell the order of sounds heard in words with two or three phonemes, and identify the beginning, middle (medial) and final sounds.
INDICATOR /	K.RF.3.5.	Add, delete, or substitute sounds to change words.

STANDARD		
STANDARD / STRAND	IN.K.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	K.RF.4.	PHONICS: Decode and read words by applying phonics and word analysis skills
INDICATOR / STANDARD	K.RF.4.1.	Use letter-sound knowledge to decode the sound of each consonant (e.g., dog = /d/ /g/; soap = /s/ /p/).
INDICATOR / STANDARD	K.RF.4.3.	Recognize the long and short sounds for the five major vowels.
INDICATOR / STANDARD	K.RF.4.4.	Read common high-frequency words by sight (e.g., a, my).
INDICATOR / STANDARD	K.RF.4.5.	Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written.
STANDARD / STRAND	IN.K.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	K.RF.5.	FLUENCY: Demonstrate accuracy and fluency when reading
INDICATOR / STANDARD	K.RF.5.1.	Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.
STANDARD / STRAND	IN.K.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	K.RL.2.	KEY IDEAS AND TEXTUAL SUPPORT: Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes
INDICATOR / STANDARD	K.RL.2.1.	With support, ask and answer questions about main topics and key details in a text heard or read.
STANDARD / STRAND	IN.K.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	K.RL.3.	STRUCTURAL ELEMENTS AND ORGANIZATION: Build comprehension and appreciation of literature, using knowledge of literary structure and point of view
INDICATOR / STANDARD	K.RL.3.1.	Recognize familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
STANDARD / STRAND	IN.K.RN.	READING: Nonfiction
PROFICIENCY STATEMENT / SUBSTRAND	K.RN.1.	LEARNING OUTCOME FOR READING NONFICTION: Read and comprehend a variety of nonfiction independently and proficiently
INDICATOR / STANDARD	K.RN.1.1.	Actively engage in group reading activities with purpose and understanding.
STANDARD / STRAND	IN.K.RN.	READING: Nonfiction
PROFICIENCY STATEMENT / SUBSTRAND	K.RN.2.	KEY IDEAS AND TEXTUAL SUPPORT: Extract and construct meaning from nonfiction texts using a range of comprehension skills
INDICATOR / STANDARD	K.RN.2.1.	With support, ask and answer questions about important elements of a text (e.g., events, topics, concepts).
INDICATOR / STANDARD	K.RN.2.2.	With support, retell the main idea and key details of a text.
INDICATOR / STANDARD	K.RN.2.3.	With support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
STANDARD / STRAND	IN.K.RN.	READING: Nonfiction
PROFICIENCY STATEMENT / SUBSTRAND	K.RN.3.	FEATURES AND STRUCTURES: Build understanding of nonfiction text, using knowledge of text features, structures, and author's perspective
INDICATOR / STANDARD	K.RN.3.2.	Recognize that a nonfiction text can be structured to describe a topic.
STANDARD / STRAND	IN.K.RN.	READING: Nonfiction
PROFICIENCY STATEMENT /	K.RN.4.	CONNECTION OF IDEAS: Build understanding of nonfiction texts by verifying points and making connections between topics and ideas

SUBSTRAND		
INDICATOR / STANDARD	K.RN.4.1	With support, identify the reasons an author gives to support points in a text.
STANDARD / STRAND	IN.K.RV.	READING: Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND	K.RV.1.	LEARNING OUTCOME FOR READING VOCABULARY: Build and apply vocabulary using various strategies and sources
INDICATOR / STANDARD	K.RV.1.1.	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.
STANDARD / STRAND	IN.K.RV.	READING: Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND	K.RV.2.	VOCABULARY BUILDING: Use strategies to determine and clarify words and understand their relationships
INDICATOR / STANDARD	K.RV.2.2.	Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites).
STANDARD / STRAND	IN.K.RV.	READING: Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND	K.RV.3.	VOCABULARY IN LITERATURE AND NONFICTION TEXTS: Build appreciation and understanding of literature and nonfiction texts by determining or clarifying the meanings of words and their uses
INDICATOR / STANDARD	K.RV.3.1.	With support, ask and answer questions about unknown words in stories, poems, or songs.
INDICATOR / STANDARD	K.RV.3.2.	With support, ask and answer questions about unknown words in a nonfiction text.
STANDARD / STRAND	IN.K.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	K.W.2.	HANDWRITING: Demonstrate the ability to write legibly
INDICATOR / STANDARD	K.W.2.1.	Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.
STANDARD / STRAND	IN.K.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	K.W.6.	CONVENTIONS OF STANDARD ENGLISH: Demonstrate command of the conventions of standard English
INDICATOR / STANDARD		GRAMMAR AND USAGE
EXPECTATION / INDICATOR	K.W.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	K.W.6.1a.	Nouns/Pronouns – Writing sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats).
INDICATOR	K.W.6.1b.	Verbs – Writing sentences that include verbs.
STANDARD / STRAND	IN.K.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	K.W.6.	CONVENTIONS OF STANDARD ENGLISH: Demonstrate command of the conventions of standard English
INDICATOR / STANDARD		CAPITALIZATION, PUNCTUATION, AND SPELLING
EXPECTATION / INDICATOR	K.W.6.2.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
INDICATOR	K.W.6.2a.	Capitalization – Capitalizing the first word in a sentence and the pronoun I.
INDICATOR	K.W.6.2b.	Punctuation – Recognizing and naming end punctuation.
INDICATOR	K.W.6.2c.	Spelling – Spelling simple words phonetically, drawing on phonemic awareness.
STANDARD / STRAND	IN.K.SL.	SPEAKING AND LISTENING
PROFICIENCY STATEMENT / SUBSTRAND	K.SL.2.	DISCUSSION AND COLLABORATION: Develop and apply reciprocal communication skills by participating in a range of collaborative discussions

INDICATOR / STANDARD	K.SL.2.1.	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
INDICATOR / STANDARD	K.SL.2.3.	Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.
INDICATOR / STANDARD	K.SL.2.4.	Ask questions to seek help, get information, or clarify something that is not understood.
INDICATOR / STANDARD	K.SL.2.5.	Continue a conversation through multiple exchanges.
STANDARD / STRAND	IN.K.SL.	SPEAKING AND LISTENING
PROFICIENCY STATEMENT / SUBSTRAND	K.SL.3.	COMPREHENSION: Develop and apply active listening and interpretation skills using various strategies
INDICATOR / STANDARD	K.SL.3.1.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
INDICATOR / STANDARD	K.SL.3.2.	Ask appropriate questions about what a speaker says.
STANDARD / STRAND	IN.K.SL.	SPEAKING AND LISTENING
PROFICIENCY STATEMENT / SUBSTRAND	K.SL.4.	PRESENTATION OF KNOWLEDGE AND IDEAS: Develop and apply speaking skills to communicate ideas effectively in a variety of situations
INDICATOR / STANDARD	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.

Unit 2

Indiana Academic Standards

Language Arts

Grade K - Adopted: 2014

STANDARD / STRAND	IN.K.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	K.RF.1.	LEARNING OUTCOME FOR READING FOUNDATIONS: Develop, build, and apply knowledge of foundational reading skills
INDICATOR / STANDARD	K.RF.1.1.	Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills.
STANDARD / STRAND	IN.K.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	K.RF.2.	PRINT CONCEPTS: Demonstrate understanding of the organization and basic features of print, including that printed materials provide information and tell stories
INDICATOR / STANDARD	K.RF.2.1.	Demonstrate understanding that print moves from left to right across the page and from top to bottom.
INDICATOR / STANDARD	K.RF.2.2.	Recognize that written words are made up of sequences of letters.
INDICATOR / STANDARD	K.RF.2.3.	Recognize that words are combined to form sentences.
INDICATOR / STANDARD	K.RF.2.4.	Identify and name all uppercase capital) and lowercase letters of the alphabet.
STANDARD / STRAND	IN.K.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	K.RF.3.	PHONOLOGICAL AWARENESS: Demonstrate understanding and apply knowledge of spoken words, syllables, and sounds
INDICATOR / STANDARD	K.RF.3.1.	Identify and produce rhyming words.
INDICATOR / STANDARD	K.RF.3.2.	Orally pronounce, blend, and segment words into syllables.
INDICATOR / STANDARD	K.RF.3.3.	Orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in words.
INDICATOR / STANDARD	K.RF.3.4.	Tell the order of sounds heard in words with two or three phonemes, and identify the

STANDARD		beginning, middle (medial) and final sounds.
INDICATOR / STANDARD	K.RF.3.5.	Add, delete, or substitute sounds to change words.
STANDARD / STRAND	IN.K.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	K.RF.4.	PHONICS: Decode and read words by applying phonics and word analysis skills
INDICATOR / STANDARD	K.RF.4.1.	Use letter-sound knowledge to decode the sound of each consonant (e.g., dog = /d/ /g/; soap = /s/ /p/).
INDICATOR / STANDARD	K.RF.4.3.	Recognize the long and short sounds for the five major vowels.
INDICATOR / STANDARD	K.RF.4.4.	Read common high-frequency words by sight (e.g., a, my).
INDICATOR / STANDARD	K.RF.4.5.	Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written.
STANDARD / STRAND	IN.K.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	K.RF.5.	FLUENCY: Demonstrate accuracy and fluency when reading
INDICATOR / STANDARD	K.RF.5.1.	Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.
STANDARD / STRAND	IN.K.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	K.RL.1.	LEARNING OUTCOME FOR READING LITERATURE: Read and comprehend a variety of literature independently and proficiently
INDICATOR / STANDARD	K.RL.1.1.	Actively engage in group reading activities with purpose and understanding.
STANDARD / STRAND	IN.K.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	K.RL.2.	KEY IDEAS AND TEXTUAL SUPPORT: Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes
INDICATOR / STANDARD	K.RL.2.1.	With support, ask and answer questions about main topics and key details in a text heard or read.
INDICATOR / STANDARD	K.RL.2.3.	Identify important elements of the text (e.g., characters, settings, or events).
STANDARD / STRAND	IN.K.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	K.RL.3.	STRUCTURAL ELEMENTS AND ORGANIZATION: Build comprehension and appreciation of literature, using knowledge of literary structure and point of view
INDICATOR / STANDARD	K.RL.3.1.	Recognize familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
STANDARD / STRAND	IN.K.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	K.RL.4.	CONNECTION OF IDEAS: Build comprehension and appreciation of literature by connecting literary elements and themes and analyzing how sensory tools impact meaning
INDICATOR / STANDARD	K.RL.4.2.	With support, compare and contrast the adventures and experiences of characters in familiar stories.
STANDARD / STRAND	IN.K.RN.	READING: Nonfiction
PROFICIENCY STATEMENT / SUBSTRAND	K.RN.1.	LEARNING OUTCOME FOR READING NONFICTION: Read and comprehend a variety of nonfiction independently and proficiently
INDICATOR / STANDARD	K.RN.1.1.	Actively engage in group reading activities with purpose and understanding.
STANDARD / STRAND	IN.K.RN.	READING: Nonfiction
PROFICIENCY STATEMENT /	K.RN.2.	KEY IDEAS AND TEXTUAL SUPPORT: Extract and construct meaning from nonfiction texts using a range of comprehension skills

SUBSTRAND		
INDICATOR / STANDARD	K.RN.2.1.	With support, ask and answer questions about important elements of a text (e.g., events, topics, concepts).
INDICATOR / STANDARD	K.RN.2.2.	With support, retell the main idea and key details of a text.
INDICATOR / STANDARD	K.RN.2.3.	With support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
STANDARD / STRAND	IN.K.RN.	READING: Nonfiction
PROFICIENCY STATEMENT / SUBSTRAND	K.RN.3.	FEATURES AND STRUCTURES: Build understanding of nonfiction text, using knowledge of text features, structures, and author's perspective
INDICATOR / STANDARD	K.RN.3.2.	Recognize that a nonfiction text can be structured to describe a topic.
STANDARD / STRAND	IN.K.RN.	READING: Nonfiction
PROFICIENCY STATEMENT / SUBSTRAND	K.RN.4.	CONNECTION OF IDEAS: Build understanding of nonfiction texts by verifying points and making connections between topics and ideas
INDICATOR / STANDARD	K.RN.4.1	With support, identify the reasons an author gives to support points in a text.
STANDARD / STRAND	IN.K.RV.	READING: Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND	K.RV.1.	LEARNING OUTCOME FOR READING VOCABULARY: Build and apply vocabulary using various strategies and sources
INDICATOR / STANDARD	K.RV.1.1.	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.
STANDARD / STRAND	IN.K.RV.	READING: Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND	K.RV.2.	VOCABULARY BUILDING: Use strategies to determine and clarify words and understand their relationships
INDICATOR / STANDARD	K.RV.2.2.	Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites).
INDICATOR / STANDARD	K.RV.2.4.	Recognize frequently occurring inflections (e.g., look, looks).
STANDARD / STRAND	IN.K.RV.	READING: Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND	K.RV.3.	VOCABULARY IN LITERATURE AND NONFICTION TEXTS: Build appreciation and understanding of literature and nonfiction texts by determining or clarifying the meanings of words and their uses
INDICATOR / STANDARD	K.RV.3.1.	With support, ask and answer questions about unknown words in stories, poems, or songs.
INDICATOR / STANDARD	K.RV.3.2.	With support, ask and answer questions about unknown words in a nonfiction text.
STANDARD / STRAND	IN.K.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	K.W.2.	HANDWRITING: Demonstrate the ability to write legibly
INDICATOR / STANDARD	K.W.2.1.	Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.
STANDARD / STRAND	IN.K.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	K.W.4.	THE WRITING PROCESS: Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others
INDICATOR / STANDARD	K.W.4.1.	Apply the writing process to –
EXPECTATION / INDICATOR	K.W.4.1a.	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).

STANDARD / STRAND	IN.K.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	K.W.6.	CONVENTIONS OF STANDARD ENGLISH: Demonstrate command of the conventions of standard English
INDICATOR / STANDARD		GRAMMAR AND USAGE
EXPECTATION / INDICATOR	K.W.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	K.W.6.1a.	Nouns/Pronouns – Writing sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats).
INDICATOR	K.W.6.1b.	Verbs – Writing sentences that include verbs.
STANDARD / STRAND	IN.K.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	K.W.6.	CONVENTIONS OF STANDARD ENGLISH: Demonstrate command of the conventions of standard English
INDICATOR / STANDARD		CAPITALIZATION, PUNCTUATION, AND SPELLING
EXPECTATION / INDICATOR	K.W.6.2.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
INDICATOR	K.W.6.2a.	Capitalization – Capitalizing the first word in a sentence and the pronoun I.
INDICATOR	K.W.6.2b.	Punctuation – Recognizing and naming end punctuation.
INDICATOR	K.W.6.2c.	Spelling – Spelling simple words phonetically, drawing on phonemic awareness.
STANDARD / STRAND	IN.K.SL.	SPEAKING AND LISTENING
PROFICIENCY STATEMENT / SUBSTRAND	K.SL.2.	DISCUSSION AND COLLABORATION: Develop and apply reciprocal communication skills by participating in a range of collaborative discussions
INDICATOR / STANDARD	K.SL.2.1.	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
INDICATOR / STANDARD	K.SL.2.3.	Listen to others, take turns speaking, and add one’s own ideas to small group discussions or tasks.
INDICATOR / STANDARD	K.SL.2.4.	Ask questions to seek help, get information, or clarify something that is not understood.
INDICATOR / STANDARD	K.SL.2.5.	Continue a conversation through multiple exchanges.
STANDARD / STRAND	IN.K.SL.	SPEAKING AND LISTENING
PROFICIENCY STATEMENT / SUBSTRAND	K.SL.3.	COMPREHENSION: Develop and apply active listening and interpretation skills using various strategies
INDICATOR / STANDARD	K.SL.3.1.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
INDICATOR / STANDARD	K.SL.3.2.	Ask appropriate questions about what a speaker says.
STANDARD / STRAND	IN.K.SL.	SPEAKING AND LISTENING
PROFICIENCY STATEMENT / SUBSTRAND	K.SL.4.	PRESENTATION OF KNOWLEDGE AND IDEAS: Develop and apply speaking skills to communicate ideas effectively in a variety of situations
INDICATOR / STANDARD	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.

Unit 3

Indiana Academic Standards
Language Arts
Grade K - Adopted: 2014

STANDARD / STRAND	IN.K.RF.	READING: Foundations
PROFICIENCY	K.RF.1.	LEARNING OUTCOME FOR READING FOUNDATIONS: Develop, build, and apply

STATEMENT / SUBSTRAND		knowledge of foundational reading skills
INDICATOR / STANDARD	K.RF.1.1.	Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills.
STANDARD / STRAND	IN.K.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	K.RF.2.	PRINT CONCEPTS: Demonstrate understanding of the organization and basic features of print, including that printed materials provide information and tell stories
INDICATOR / STANDARD	K.RF.2.1.	Demonstrate understanding that print moves from left to right across the page and from top to bottom.
INDICATOR / STANDARD	K.RF.2.2.	Recognize that written words are made up of sequences of letters.
INDICATOR / STANDARD	K.RF.2.3.	Recognize that words are combined to form sentences.
INDICATOR / STANDARD	K.RF.2.4.	Identify and name all uppercase capital) and lowercase letters of the alphabet.
STANDARD / STRAND	IN.K.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	K.RF.3.	PHONOLOGICAL AWARENESS: Demonstrate understanding and apply knowledge of spoken words, syllables, and sounds
INDICATOR / STANDARD	K.RF.3.1.	Identify and produce rhyming words.
INDICATOR / STANDARD	K.RF.3.2.	Orally pronounce, blend, and segment words into syllables.
INDICATOR / STANDARD	K.RF.3.3.	Orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in words.
INDICATOR / STANDARD	K.RF.3.4.	Tell the order of sounds heard in words with two or three phonemes, and identify the beginning, middle (medial) and final sounds.
INDICATOR / STANDARD	K.RF.3.5.	Add, delete, or substitute sounds to change words.
STANDARD / STRAND	IN.K.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	K.RF.4.	PHONICS: Decode and read words by applying phonics and word analysis skills
INDICATOR / STANDARD	K.RF.4.1.	Use letter-sound knowledge to decode the sound of each consonant (e.g., dog = /d/ /g/; soap = /s/ /p/).
INDICATOR / STANDARD	K.RF.4.3.	Recognize the long and short sounds for the five major vowels.
INDICATOR / STANDARD	K.RF.4.4.	Read common high-frequency words by sight (e.g., a, my).
INDICATOR / STANDARD	K.RF.4.5.	Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written.
STANDARD / STRAND	IN.K.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	K.RF.5.	FLUENCY: Demonstrate accuracy and fluency when reading
INDICATOR / STANDARD	K.RF.5.1.	Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.
STANDARD / STRAND	IN.K.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	K.RL.1.	LEARNING OUTCOME FOR READING LITERATURE: Read and comprehend a variety of literature independently and proficiently
INDICATOR / STANDARD	K.RL.1.1.	Actively engage in group reading activities with purpose and understanding.
STANDARD / STRAND	IN.K.RL.	READING: Literature
PROFICIENCY STATEMENT /	K.RL.2.	KEY IDEAS AND TEXTUAL SUPPORT: Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements

SUBSTRAND		and themes
INDICATOR / STANDARD	K.RL.2.1.	With support, ask and answer questions about main topics and key details in a text heard or read.
INDICATOR / STANDARD	K.RL.2.2.	With support, retell familiar stories, poems, and nursery rhymes, including key details.
INDICATOR / STANDARD	K.RL.2.3.	Identify important elements of the text (e.g., characters, settings, or events).
STANDARD / STRAND	IN.K.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	K.RL.3.	STRUCTURAL ELEMENTS AND ORGANIZATION: Build comprehension and appreciation of literature, using knowledge of literary structure and point of view
INDICATOR / STANDARD	K.RL.3.1.	Recognize familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
STANDARD / STRAND	IN.K.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	K.RL.4.	CONNECTION OF IDEAS: Build comprehension and appreciation of literature by connecting literary elements and themes and analyzing how sensory tools impact meaning
INDICATOR / STANDARD	K.RL.4.1.	With support, describe the relationship between illustrations and the story in which they appear.
INDICATOR / STANDARD	K.RL.4.2.	With support, compare and contrast the adventures and experiences of characters in familiar stories.
STANDARD / STRAND	IN.K.RN.	READING: Nonfiction
PROFICIENCY STATEMENT / SUBSTRAND	K.RN.2.	KEY IDEAS AND TEXTUAL SUPPORT: Extract and construct meaning from nonfiction texts using a range of comprehension skills
INDICATOR / STANDARD	K.RN.2.1.	With support, ask and answer questions about important elements of a text (e.g., events, topics, concepts).
STANDARD / STRAND	IN.K.RV.	READING: Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND	K.RV.1.	LEARNING OUTCOME FOR READING VOCABULARY: Build and apply vocabulary using various strategies and sources
INDICATOR / STANDARD	K.RV.1.1.	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.
STANDARD / STRAND	IN.K.RV.	READING: Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND	K.RV.3.	VOCABULARY IN LITERATURE AND NONFICTION TEXTS: Build appreciation and understanding of literature and nonfiction texts by determining or clarifying the meanings of words and their uses
INDICATOR / STANDARD	K.RV.3.1.	With support, ask and answer questions about unknown words in stories, poems, or songs.
INDICATOR / STANDARD	K.RV.3.2.	With support, ask and answer questions about unknown words in a nonfiction text.
STANDARD / STRAND	IN.K.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	K.W.2.	HANDWRITING: Demonstrate the ability to write legibly
INDICATOR / STANDARD	K.W.2.1.	Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.
STANDARD / STRAND	IN.K.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	K.W.3.	WRITING GENRES: Develop writing skills by writing for different purposes and to specific audiences or people
INDICATOR / STANDARD		NARRATIVE
EXPECTATION / INDICATOR	K.W.3.3.	Use words and pictures to narrate a single event or simple story, arranging ideas in order.
STANDARD /	IN.K.W.	WRITING

STRAND		
PROFICIENCY STATEMENT / SUBSTRAND	K.W.6.	CONVENTIONS OF STANDARD ENGLISH: Demonstrate command of the conventions of standard English
INDICATOR / STANDARD		GRAMMAR AND USAGE
EXPECTATION / INDICATOR	K.W.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	K.W.6.1a.	Nouns/Pronouns – Writing sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats).
INDICATOR	K.W.6.1b.	Verbs – Writing sentences that include verbs.
STANDARD / STRAND	IN.K.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	K.W.6.	CONVENTIONS OF STANDARD ENGLISH: Demonstrate command of the conventions of standard English
INDICATOR / STANDARD		CAPITALIZATION, PUNCTUATION, AND SPELLING
EXPECTATION / INDICATOR	K.W.6.2.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
INDICATOR	K.W.6.2a.	Capitalization – Capitalizing the first word in a sentence and the pronoun I.
INDICATOR	K.W.6.2b.	Punctuation – Recognizing and naming end punctuation.
INDICATOR	K.W.6.2c.	Spelling – Spelling simple words phonetically, drawing on phonemic awareness.
STANDARD / STRAND	IN.K.SL.	SPEAKING AND LISTENING
PROFICIENCY STATEMENT / SUBSTRAND	K.SL.2.	DISCUSSION AND COLLABORATION: Develop and apply reciprocal communication skills by participating in a range of collaborative discussions
INDICATOR / STANDARD	K.SL.2.1.	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
INDICATOR / STANDARD	K.SL.2.3.	Listen to others, take turns speaking, and add one’s own ideas to small group discussions or tasks.
INDICATOR / STANDARD	K.SL.2.4.	Ask questions to seek help, get information, or clarify something that is not understood.
INDICATOR / STANDARD	K.SL.2.5.	Continue a conversation through multiple exchanges.
STANDARD / STRAND	IN.K.SL.	SPEAKING AND LISTENING
PROFICIENCY STATEMENT / SUBSTRAND	K.SL.3.	COMPREHENSION: Develop and apply active listening and interpretation skills using various strategies
INDICATOR / STANDARD	K.SL.3.1.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
INDICATOR / STANDARD	K.SL.3.2.	Ask appropriate questions about what a speaker says.
STANDARD / STRAND	IN.K.SL.	SPEAKING AND LISTENING
PROFICIENCY STATEMENT / SUBSTRAND	K.SL.4.	PRESENTATION OF KNOWLEDGE AND IDEAS: Develop and apply speaking skills to communicate ideas effectively in a variety of situations
INDICATOR / STANDARD	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.

Unit 5

Indiana Academic Standards
Language Arts
Grade K - Adopted: 2014

STANDARD / STRAND	IN.K.RF.	READING: Foundations
PROFICIENCY STATEMENT /	K.RF.1.	LEARNING OUTCOME FOR READING FOUNDATIONS: Develop, build, and apply knowledge of foundational reading skills

SUBSTRAND		
INDICATOR / STANDARD	K.RF.1.1.	Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills.
STANDARD / STRAND	IN.K.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	K.RF.2.	PRINT CONCEPTS: Demonstrate understanding of the organization and basic features of print, including that printed materials provide information and tell stories
INDICATOR / STANDARD	K.RF.2.1.	Demonstrate understanding that print moves from left to right across the page and from top to bottom.
INDICATOR / STANDARD	K.RF.2.2.	Recognize that written words are made up of sequences of letters.
INDICATOR / STANDARD	K.RF.2.3.	Recognize that words are combined to form sentences.
INDICATOR / STANDARD	K.RF.2.4.	Identify and name all uppercase capital) and lowercase letters of the alphabet.
STANDARD / STRAND	IN.K.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	K.RF.3.	PHONOLOGICAL AWARENESS: Demonstrate understanding and apply knowledge of spoken words, syllables, and sounds
INDICATOR / STANDARD	K.RF.3.1.	Identify and produce rhyming words.
INDICATOR / STANDARD	K.RF.3.2.	Orally pronounce, blend, and segment words into syllables.
INDICATOR / STANDARD	K.RF.3.3.	Orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in words.
INDICATOR / STANDARD	K.RF.3.4.	Tell the order of sounds heard in words with two or three phonemes, and identify the beginning, middle (medial) and final sounds.
INDICATOR / STANDARD	K.RF.3.5.	Add, delete, or substitute sounds to change words.
STANDARD / STRAND	IN.K.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	K.RF.4.	PHONICS: Decode and read words by applying phonics and word analysis skills
INDICATOR / STANDARD	K.RF.4.1.	Use letter-sound knowledge to decode the sound of each consonant (e.g., dog = /d/ /g/; soap = /s/ /p/).
INDICATOR / STANDARD	K.RF.4.3.	Recognize the long and short sounds for the five major vowels.
INDICATOR / STANDARD	K.RF.4.4.	Read common high-frequency words by sight (e.g., a, my).
INDICATOR / STANDARD	K.RF.4.5.	Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written.
STANDARD / STRAND	IN.K.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	K.RF.5.	FLUENCY: Demonstrate accuracy and fluency when reading
INDICATOR / STANDARD	K.RF.5.1.	Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.
STANDARD / STRAND	IN.K.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	K.RL.1.	LEARNING OUTCOME FOR READING LITERATURE: Read and comprehend a variety of literature independently and proficiently
INDICATOR / STANDARD	K.RL.1.1.	Actively engage in group reading activities with purpose and understanding.
STANDARD / STRAND	IN.K.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	K.RL.2.	KEY IDEAS AND TEXTUAL SUPPORT: Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes

INDICATOR / STANDARD	K.RL.2.1.	With support, ask and answer questions about main topics and key details in a text heard or read.
INDICATOR / STANDARD	K.RL.2.2.	With support, retell familiar stories, poems, and nursery rhymes, including key details.
INDICATOR / STANDARD	K.RL.2.3.	Identify important elements of the text (e.g., characters, settings, or events).
STANDARD / STRAND	IN.K.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	K.RL.3.	STRUCTURAL ELEMENTS AND ORGANIZATION: Build comprehension and appreciation of literature, using knowledge of literary structure and point of view
INDICATOR / STANDARD	K.RL.3.1.	Recognize familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
STANDARD / STRAND	IN.K.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	K.RL.4.	CONNECTION OF IDEAS: Build comprehension and appreciation of literature by connecting literary elements and themes and analyzing how sensory tools impact meaning
INDICATOR / STANDARD	K.RL.4.1.	With support, describe the relationship between illustrations and the story in which they appear.
INDICATOR / STANDARD	K.RL.4.2.	With support, compare and contrast the adventures and experiences of characters in familiar stories.
STANDARD / STRAND	IN.K.RN.	READING: Nonfiction
PROFICIENCY STATEMENT / SUBSTRAND	K.RN.1.	LEARNING OUTCOME FOR READING NONFICTION: Read and comprehend a variety of nonfiction independently and proficiently
INDICATOR / STANDARD	K.RN.1.1.	Actively engage in group reading activities with purpose and understanding.
STANDARD / STRAND	IN.K.RN.	READING: Nonfiction
PROFICIENCY STATEMENT / SUBSTRAND	K.RN.2.	KEY IDEAS AND TEXTUAL SUPPORT: Extract and construct meaning from nonfiction texts using a range of comprehension skills
INDICATOR / STANDARD	K.RN.2.1.	With support, ask and answer questions about important elements of a text (e.g., events, topics, concepts).
INDICATOR / STANDARD	K.RN.2.2.	With support, retell the main idea and key details of a text.
INDICATOR / STANDARD	K.RN.2.3.	With support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
STANDARD / STRAND	IN.K.RN.	READING: Nonfiction
PROFICIENCY STATEMENT / SUBSTRAND	K.RN.3.	FEATURES AND STRUCTURES: Build understanding of nonfiction text, using knowledge of text features, structures, and author's perspective
INDICATOR / STANDARD	K.RN.3.2.	Recognize that a nonfiction text can be structured to describe a topic.
STANDARD / STRAND	IN.K.RN.	READING: Nonfiction
PROFICIENCY STATEMENT / SUBSTRAND	K.RN.4.	CONNECTION OF IDEAS: Build understanding of nonfiction texts by verifying points and making connections between topics and ideas
INDICATOR / STANDARD	K.RN.4.1.	With support, identify the reasons an author gives to support points in a text.
STANDARD / STRAND	IN.K.RV.	READING: Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND	K.RV.1.	LEARNING OUTCOME FOR READING VOCABULARY: Build and apply vocabulary using various strategies and sources
INDICATOR / STANDARD	K.RV.1.1.	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.
STANDARD / STRAND	IN.K.RV.	READING: Vocabulary

PROFICIENCY STATEMENT / SUBSTRAND	K.RV.2.	VOCABULARY BUILDING: Use strategies to determine and clarify words and understand their relationships
INDICATOR / STANDARD	K.RV.2.2.	Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites).
STANDARD / STRAND	IN.K.RV.	READING: Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND	K.RV.3.	VOCABULARY IN LITERATURE AND NONFICTION TEXTS: Build appreciation and understanding of literature and nonfiction texts by determining or clarifying the meanings of words and their uses
INDICATOR / STANDARD	K.RV.3.1.	With support, ask and answer questions about unknown words in stories, poems, or songs.
INDICATOR / STANDARD	K.RV.3.2.	With support, ask and answer questions about unknown words in a nonfiction text.
STANDARD / STRAND	IN.K.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	K.W.1.	LEARNING OUTCOME FOR WRITING: Write effectively for a variety of tasks, purposes, and audiences
INDICATOR / STANDARD	K.W.1.1.	Write for specific purposes and audiences.
STANDARD / STRAND	IN.K.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	K.W.2.	HANDWRITING: Demonstrate the ability to write legibly
INDICATOR / STANDARD	K.W.2.1.	Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.
STANDARD / STRAND	IN.K.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	K.W.3.	WRITING GENRES: Develop writing skills by writing for different purposes and to specific audiences or people
INDICATOR / STANDARD		INFORMATIVE
EXPECTATION / INDICATOR	K.W.3.2.	Use words and pictures to develop a main idea and provide some information about a topic.
STANDARD / STRAND	IN.K.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	K.W.3.	WRITING GENRES: Develop writing skills by writing for different purposes and to specific audiences or people
INDICATOR / STANDARD		NARRATIVE
EXPECTATION / INDICATOR	K.W.3.3.	Use words and pictures to narrate a single event or simple story, arranging ideas in order.
STANDARD / STRAND	IN.K.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	K.W.4.	THE WRITING PROCESS: Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others
INDICATOR / STANDARD	K.W.4.1.	Apply the writing process to –
EXPECTATION / INDICATOR	K.W.4.1a.	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).
STANDARD / STRAND	IN.K.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	K.W.6.	CONVENTIONS OF STANDARD ENGLISH: Demonstrate command of the conventions of standard English
INDICATOR / STANDARD		GRAMMAR AND USAGE
EXPECTATION / INDICATOR	K.W.6.1.	Demonstrate command of English grammar and usage, focusing on:

INDICATOR	K.W.6.1a.	Nouns/Pronouns – Writing sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats).
INDICATOR	K.W.6.1b.	Verbs – Writing sentences that include verbs.
STANDARD / STRAND	IN.K.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	K.W.6.	CONVENTIONS OF STANDARD ENGLISH: Demonstrate command of the conventions of standard English
INDICATOR / STANDARD		CAPITALIZATION, PUNCTUATION, AND SPELLING
EXPECTATION / INDICATOR	K.W.6.2.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
INDICATOR	K.W.6.2a.	Capitalization – Capitalizing the first word in a sentence and the pronoun I.
INDICATOR	K.W.6.2b.	Punctuation – Recognizing and naming end punctuation.
INDICATOR	K.W.6.2c.	Spelling – Spelling simple words phonetically, drawing on phonemic awareness.
STANDARD / STRAND	IN.K.SL.	SPEAKING AND LISTENING
PROFICIENCY STATEMENT / SUBSTRAND	K.SL.2.	DISCUSSION AND COLLABORATION: Develop and apply reciprocal communication skills by participating in a range of collaborative discussions
INDICATOR / STANDARD	K.SL.2.1.	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
INDICATOR / STANDARD	K.SL.2.3.	Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.
INDICATOR / STANDARD	K.SL.2.4.	Ask questions to seek help, get information, or clarify something that is not understood.
INDICATOR / STANDARD	K.SL.2.5.	Continue a conversation through multiple exchanges.
STANDARD / STRAND	IN.K.SL.	SPEAKING AND LISTENING
PROFICIENCY STATEMENT / SUBSTRAND	K.SL.3.	COMPREHENSION: Develop and apply active listening and interpretation skills using various strategies
INDICATOR / STANDARD	K.SL.3.1.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
INDICATOR / STANDARD	K.SL.3.2.	Ask appropriate questions about what a speaker says.
STANDARD / STRAND	IN.K.SL.	SPEAKING AND LISTENING
PROFICIENCY STATEMENT / SUBSTRAND	K.SL.4.	PRESENTATION OF KNOWLEDGE AND IDEAS: Develop and apply speaking skills to communicate ideas effectively in a variety of situations
INDICATOR / STANDARD	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.