

# Indiana Academic Standards English/ Language Arts

## Core Knowledge Language Arts

## GRADE 1

# A Correlation of CKLA to Indiana Academic Standards English/ Language Arts

**Essential Standards:**

All standards are to be taught through the course of the grade level. Standards that are essential to have mastered by the end of the grade are identified with shading and an "E."

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### Reading Foundations

Learning Outcome: Students develop word recognition by building on print concepts, phonological awareness, and phonics to decode.

#### Print Concepts

**1.RF.1**

Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).

**Skills TG:**

U1, U2, U3, U4, U5, U6, U7

#### Phonological Awareness

**1.RF.2**

Blend sounds, including consonant blends, to produce single- and multi-syllable words. (E)

**Skills TG:**

U1, U2, U3, U4, U5

**1.RF.3**

Identify and produce beginning, middle (medial), and final sounds in single-syllable words. (E)

**Skills TG:**

U1, U2, U3, U4, U5

**1.RF.4**

Segment individual phonemes in one-syllable words. (E)

**Skills TG:**

U1, U2, U3, U4, U5, U6, U7

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Decoding	
<p><b>1.RF.5</b> 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)</p>	<p><b>Skills TG:</b> U1, U2, U3, U4, U5, U6, U7</p>
<p><b>1.RF.6</b> Decode one-syllable words in the major syllable types (CVC, CVr, V, VV, VCe), independent of context. (E)</p>	<p><b>Skills TG:</b> U1, U2, U3, U4, U5, U6, U7</p>
<p><b>1.RF.7</b> 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)</p>	<p><b>Skills TG:</b> U1, U2, U3, U4, U5, U6, U7</p>
<p><b>1.RF.8</b> Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading.</p>	<p><b>Skills TG:</b> U1, U2, U3, U4, U5, U6, U7</p>
Reading Comprehension	
<p>Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.</p>	
<p><b>1.RC.1</b> Ask and answer questions about the main idea and key details to clarify and confirm understanding of a text. (E)</p>	<p><b>Skills TG:</b> U1, U2, U3, U4, U5, U6, U7</p> <p><b>Knowledge TG:</b> D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11</p> <p><b>*Research Unit TG</b></p>

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<p><b>1.RC.2</b> Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate comprehension of their central message or lesson.</p>	<p><b>Skills TG:</b> U1, U2, U3</p> <p><b>Knowledge TG:</b> D1, D3, D5, D9, D10</p> <p><b>*Research Unit TG</b></p>
<p><b>1.RC.3</b> Using key details, identify and describe the elements of plot, character, and setting. (E)</p>	<p><b>Skills TG:</b> U2, U3, U6, U7</p> <p><b>Knowledge TG:</b> D1, D3, D4, D5, D9</p> <p><b>*Research Unit TG</b></p>
<p><b>1.RC.4</b> Make and confirm predictions about what will happen next in a story</p>	<p><b>Knowledge TG:</b> D1, D4, D5, D9</p>
<p><b>1.RC.5</b> Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).</p>	<p><b>Knowledge TG:</b> D1, D3, D5, D6, D9</p>
<p><b>1.RC.6</b> Retell main ideas and key details of a text. (E)</p>	<p><b>Skills TG:</b> U1, U2, U3, U4, U5, U6, U7</p> <p><b>Knowledge TG:</b> D2, D4, D5, D6, D7, D8, D10, D11</p>
<p><b>1.RC.7</b> Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.</p>	<p><b>Skills TG:</b> U4, U7</p>
<p><b>1.RC.8</b> Identify how a nonfiction text can be structured to indicate order (e.g.,</p>	<p><b>Knowledge TG:</b> D2, D5, D10, D11</p>

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sequential) or to explain a simple cause and effect relationship. (E)	
<p><b>1.RC.9</b> 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.</p>	<p><b>Skills TG:</b> U1, U2, U3, U4, U5, U6, U7</p> <p><b>Knowledge TG:</b> D1, D2, D3, D4, D5, D6, D7, D8, D9, D10</p>
<p><b>1.RC.10</b> Define and sort words into categories (e.g., antonyms, living things, synonyms). (E)</p>	<p><b>Skills TG:</b> U2, U4, U5, U6</p> <p><b>Knowledge TG:</b> D1, D4, D5, D6, D7, D8, D9, D10, D11</p>
<b>Writing</b>	
Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.	
<p><b>1.W.1</b> Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.</p>	<p><b>Skills TG:</b> U1</p>
<p><b>1.W.2</b> 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)</p>	<p><b>Skills TG:</b> U3, U5, U7</p> <p><b>Knowledge TG:</b> D6, D9</p>
<p><b>1.W.3</b> 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)</p>	<p><b>Skills TG:</b> U4, U7</p> <p><b>Knowledge TG:</b> D2, D5, D6, D7, D8, D10, D11</p>

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	<b>*Research Unit TG</b>
<b>1.W.4</b> 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)	<b>Skills TG:</b> U3, U6  <b>Knowledge TG:</b> D4, D9
<b>1.W.5</b> With support, apply the writing process to:	
<b>1.W.5a</b> Plan by generating ideas for writing through oral discussions and drawings;	<b>Skills TG:</b> U3, U4, U5, U6, U7  <b>Knowledge TG:</b> D1, D2, D3, D4, D5, D7, D8, D9  <b>*Research Unit TG</b>
<b>1.W.5b</b> Develop drafts in pictorial or written form by organizing ideas;	<b>Skills TG:</b> U3, U4, U5, U6, U7  <b>Knowledge TG:</b> D1, D2, D3, D4, D5, D7, D9, D10  <b>*Research Unit TG</b>
<b>1.W.5c</b> 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	<b>Skills TG:</b> U3, U4, U5, U6, U7  <b>Knowledge TG:</b> D9  <b>*Research Unit TG</b>

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<b>1.W.5d</b> Use available technology to produce and publish legible documents.	<b>Skills TG:</b> U5, U6  <b>Knowledge TG:</b> D7, D11
<b>1.W.6</b> With support, conduct research on a topic.	<b>Skills TG:</b> U5  <b>Knowledge TG:</b> D1, D2, D3, D4, D10  <b>*Research Unit TG</b>
<b>1.W.6a</b> Identify several sources of information and indicate the sources.	<b>Skills TG:</b> U4  <b>Knowledge TG:</b> D1, D3, D4, D5, D6, D9, D11  <b>*Research Unit TG</b>
<b>1.W.6b</b> Organize information, using graphic organizers or other aids.	<b>Skills TG:</b> U3, U4, U5, U6, U7  <b>Knowledge TG:</b> D1, D3, D4, D5, D6, D7, D8, D9, D10, D11  <b>*Research Unit TG</b>
<b>1.W.6c</b> Make informal presentations on information gathered.	<b>Knowledge TG:</b> D4, D5, D6, D7, D8, D9, D10  <b>*Research Unit TG</b>

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<p><b>1.W.7</b> Demonstrate command of English grammar and usage, when writing or speaking, focusing on:</p>	<p><b>Skills TG:</b> U1, U2, U3, U4, U5, U6</p> <p><b>Knowledge TG:</b> D1, D3, D4, D5, D6, D8, D9, D10, D11</p>
<p><b>1.W.7a</b> Nouns/Pronouns – Using sentences that include common and proper nouns and personal pronouns.</p>	<p><b>Skills TG:</b> U1, U2, U4, U6, U7</p>
<p><b>1.W.7b</b> Verbs – Using sentences with verbs to convey a sense of past, present, and future.</p>	<p><b>Skills TG:</b> U3, U4, U6</p> <p><b>Knowledge TG:</b> D10</p>
<p><b>1.W.7c</b> Usage – Using complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p><b>Skills TG:</b> U3, U5, U6</p> <p><b>Knowledge TG:</b> D11</p>
<p><b>1.W.8</b> Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p>	<p><b>Skills TG:</b> U1, U3, U4, U5, U6, U7</p>
<p><b>1.W.8a</b> Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I.</p>	<p><b>Skills TG:</b> U1, U2, U3, U4, U5, U6, U7</p>
<p><b>1.W.8b</b> Punctuation –</p> <ol style="list-style-type: none"> <li>I. Correctly using a period, question mark, and exclamation mark at the end of a sentence.</li> </ol>	<p><b>Skills TG:</b> U1, U3, U4, U5, U7</p>



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<p>II. Using commas in dates and to separate items in a series.</p>	
<p><b>1.W.8c</b> Encoding –</p> <p>I. Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>II. Correctly spelling words with common spelling patterns.</p> <p>III. Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E)</p>	<p><b>Skills TG:</b> U1, U3, U4, U5, U6, U7</p>
<p><b>Communication and Collaboration</b></p>	
<p>Learning Outcome: Students actively listen and participate in discussions using details and answering questions.</p>	
<p><b>1.CC.1</b> Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)</p>	<p><b>Skills TG:</b> U1, U2, U3, U4, U5, U6, U7</p> <p><b>Knowledge TG:</b> D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11</p> <p><b>*Research Unit TG</b></p>
<p><b>1.CC.2</b> Listen to others, take turns speaking about the topic, and add one’s own ideas in small group discussions or tasks.</p>	<p><b>Skills TG:</b> U1, U2, U3</p> <p><b>Knowledge TG:</b> D1, D5, D6, D9, D10</p>
<p><b>1.CC.3</b> Ask and answer questions about what a speaker says to clarify something that is not understood.</p>	<p><b>Skills TG:</b> U1</p> <p><b>Knowledge TG:</b> D1</p>

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<b>1.CC.4</b> Ask and answer questions about key details in what is read, heard, or viewed to demonstrate comprehension. (E)	<b>Skills TG:</b> U1, U2, U3, U4, U5, U6, U7  <b>Knowledge TG:</b> D1, D2, D3, D4, D5, D6, D7, D8, D10, D11
<b>1.CC.5</b> 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.	<b>Knowledge TG:</b> D1, D2, D3, D4, D5, D9, D10
<b>1.CC.6</b> Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.	<b>Skills TG:</b> U1, U3, U7  <b>Knowledge TG:</b> D1, D3
<b>1.CC.7</b> Give and follow oral directions with two or three steps.	<b>Skills TG:</b> U1, U2, U3, U4, U5  <b>Knowledge TG:</b> D1, D3, D4, D5, D6, D7, D11

\*Research Unit lessons are available digitally. These materials can be accessed on the CKLA Teacher Resource site and the CKLA Digital Experience.