



Grade 1 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
1.RF.1	Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).	RF.1.1.A	Demonstrate understanding of the organization and basic features of print. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	<i>No content differences identified.</i>
1.RF.2	Blend sounds, including consonant blends, to produce single- and multi-syllable words. (E)	RF.1.2.B	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	IAS requires students to blend sounds in single and multi-syllable words.

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1.RF.3	Identify and produce beginning, middle (medial), and final sounds in single-syllable words. (E)	RF.1.2.C	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	<i>No content differences identified.</i>
1.RF.4	Segment individual phonemes in one-syllable words. (E)	RF.1.2.D	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	
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)	RF.1.3.A	Know the spelling-sound correspondences for common consonant digraphs.	IAS requires students to use knowledge of consonants, vowels, digraphs, vowel teams, and r-controlled vowels to decode phonetically regular words, independent of context.
1.RF.6	Decode one-syllable words in the major syllable types (CVC, CVr, V, VV, VCe), independent of context. (E)	RF.1.3.B	Decode regularly spelled one-syllable words.	IAS emphasizes decoding using the major syllable types (CVC, CVr, V, VV, and VCe).
1.RF.7	Decode grade-appropriate base words and affixes, including common prefixes, plurals, verb	RF.1.3.F	Read words with inflectional endings.	IAS specifies students decoding base words, affixes, verb tense, comparatives, compound words,

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	tense, inflectional suffixes (e.g., plurals, verb tenses), simple compound words (e.g., cupcake), and contractions (e.g., isn't). (E)			and contractions.
1.RF.8	Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading.	RF.1.4	Read with sufficient accuracy and fluency to support comprehension.	IAS combines all CCSS standards with emphasis on orally reading decodable texts with fluency. 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.
		RF.1.4.A	Read grade-level text with purpose and understanding.	
		RF.1.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	
		RF.1.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
2023 Indiana Academic Standard		Common Core State Standard		Differences Between 2023 IAS and CCSS
Domain: Reading Comprehension				
Number	Text	Number	Text	Description
1.RC.1	Ask and answer questions about the main idea and key details to clarify and confirm understanding of a text. (E)	RL.1.1	Ask and answer questions about key details in a text.	IAS combines CCSS standards and requires students to use the main idea and key details to clarify and confirm reading comprehension in fiction and nonfiction text.
		RI.1.1	Ask and answer questions about key details in a text.	

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1.RC.2	Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate comprehension of their central message or lesson.	RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	IAS emphasizes retelling in sequence and includes fables and fairy tales.
1.RC.3	Using key details, identify and describe the elements of plot, character, and setting. (E)	RL.1.3	Describe characters, settings, and major events in a story, using key details.	<i>No content differences identified.</i>
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)	RI.1.2	Identify the main topic and retell 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.	RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	<i>No content differences identified.</i>
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)			

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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.	L.1.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.	IAS emphasizes the use of text features and context clues to aid in understanding unknown words.
1.RC.10	Define and sort words into categories (e.g., antonyms, living things, synonyms). (E)	L.1.5.B	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	<i>No content differences identified.</i>
2023 Indiana Academic Standard		Common Core State Standard		Differences Between 2023 IAS and CCSS
Domain: Writing				
Number	Text	Number	Text	Description
1.W.1	Write all uppercase (capital) and lowercase letters legibly and space letters, words, and sentences appropriately.	L.1.1.A	Print all upper- and lowercase letters.	IAS requires students to write all letters legibly and use appropriate spacing for letters, words, and sentences.
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)	W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	IAS requires students to identify a particular audience for writing their proposal and justify why their proposal should be considered.

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<p>1.W.3</p>	<p>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>W.1.2</p>	<p>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p><i>No content differences identified.</i></p>
<p>1.W.4</p>	<p>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)</p>	<p>W.1.3</p>	<p>Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>IAS emphasizes usage of precise words to describe characters and actions.</p>
<p>1.W.5</p>	<p>With support, apply the writing process to:</p> <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 	<p>W.1.5</p>	<p>With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<p>IAS details the writing process with respect to developmental needs.</p>
		<p>W.1.6</p>	<p>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>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 edit writing for conventions.</p>

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	produce and publish legible documents.			
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>	W.1.7	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	IAS combines all CCSS standards with emphasis on indicating sources, using aids to organize information, and making informal presentations on information gathered.
		W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	
1.W.7	<p>Demonstrate command of English grammar and usage, when writing or speaking, focusing on:</p> <p>a. Nouns/Pronouns – Using sentences that include common and proper nouns and personal pronouns.</p> <p>b. Verbs – Using sentences with verbs to convey a sense of past, present, and future.</p> <p>c. Usage – Using complete, simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<i>No content differences identified.</i>
		L.1.1.B	Use common, proper, and possessive nouns.	IAS specifies the use of possessive nouns in grade two.
		L.1.1.D	Use personal, possessive, and indefinite pronouns.	IAS specifies the use of possessive pronouns in grade two.
		L.1.1.E	Use verbs to convey a sense of past, present, and future.	<i>No content differences identified.</i>

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		L.1.1.J	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	<i>No content differences identified.</i>
1.W.8	<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 	L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<i>No content differences identified.</i>
		L.1.2.A	Capitalize dates and names of people.	IAS emphasizes the capitalization of the first word in a sentence and the pronoun I, as well as dates and names of people.
		L.1.2.B	Use end punctuation for sentences.	<i>No content differences identified.</i>
		L.1.2.C	Use commas in dates and to separate single words in a series.	
		L.1.2.D	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	
		L.1.2.E	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	

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	<p>spelling patterns.</p> <p>III. Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E)</p>			
2023 Indiana Academic Standard		Common Core State Standard		Differences Between 2023 IAS and CCSS
Domain: Communication and Collaboration				
Number	Text	Number	Text	Description
1.CC.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)	SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	<i>No content differences identified.</i>
1.CC.2	Listen to others, take turns speaking about the topic, and add one’s own ideas in small group discussions or tasks.	SL.1.1.A	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	
		SL.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	
1.CC.3	Ask and answer questions about what a speaker says to clarify	SL.1.3	Ask and answer questions about what a speaker says in order to	

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	something that is not understood.		gather additional information or 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)	SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	<i>No content differences identified.</i>
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.	SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	IAS requires students to speak audibly when reciting poems, rhymes, songs, and stories. It also requires students to describe using sensory details.
1.CC.6	Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.	SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	<i>No content differences identified.</i>
1.CC.7	Give and follow oral directions with two or three steps.	SL.1.6	Produce complete sentences when appropriate to task and situation.	IAS requires students to follow as well as give oral directions.