



INDIANA
DEPARTMENT of
EDUCATION

2024 INDIANA CONTENT CONNECTORS

ENGLISH/LANGUAGE ARTS

GRADE 1



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Indiana Content Connectors Context and Purpose

Introduction

The Indiana Content Connectors for Grade 1 English/Language Arts are the result of a process designed to identify, evaluate, synthesize, and create high-quality learning expectations for Indiana students with significant cognitive disabilities.

The Indiana Department of Education (IDOE) convened stakeholder committees to review proposed revisions to Indiana’s Alternative Standards, known as content connectors. The content connectors are designed to measure the knowledge and skills of students with the most significant cognitive disabilities and are assessed with the state’s alternate assessment. The content connectors are designed to ensure that all Indiana students in this population are prepared with essential knowledge and skills needed to access employment, enrollment, or enlistment leading to service.

What are the Content Connectors and how should they be used?

The Indiana Content Connectors 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 content connectors should form the basis for strong core instruction for all students at each grade level and content area. The content connectors identify the minimum academic content or skills to which Indiana students need access in order to be prepared for success after graduation, but they are not an exhaustive list.

While the Indiana Content Connectors establish key expectations for knowledge and skills and should be used as the basis for curriculum, the content connectors 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 Content Connectors. Additionally, corporation and school leaders should consider the appropriate instructional sequence of the content connectors as well as the length of time needed to teach each one. Every content connector has a unique place in the continuum of learning, but each content connector 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 content connectors 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 connectors.

Acknowledgments

IDOE appreciates the time, dedication, and expertise offered by Indiana’s K-12 general and special educators, higher education professors, representatives from business and industry, families, and other stakeholders who contributed to the development of the Indiana Content Connectors. 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 content connectors designed to prepare Indiana students for success after graduation.

Grade 1 English/Language Arts

Standards and content connectors identified as essential for mastery by the end of the grade level are indicated with gray shading and an “E.”

Indiana Academic Standards	Content Connectors
Reading Foundations	
Print Concepts	
1.RF.1: Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).	1.RF.1a: 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.2a: Blend sounds 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.3a: 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)	1.RF.4a: 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.5a: 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.6a: Decode common one-syllable words in the major syllable types (e.g., CVC, CVr, V, VV, or 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.7a: Decode grade-appropriate, frequently occurring base words with or without common suffixes (e.g., plurals [s, es], verb tenses [d, ed]). (E)

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<p>1.RF.8: Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading.</p>	<p>1.RF.8a: Decode simple, short texts including common words (e.g., CVC, words with major syllable types) with appropriate fluency including rate and accuracy.</p>
<p>Reading Comprehension</p>	
<p>1.RC.1: Ask and answer questions about the main idea and key details to clarify and confirm understanding of a text. (E)</p>	<p>1.RC.1a: Answer questions about a main idea and/or key details in a short text heard or read. (E)</p>
<p>1.RC.2: Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate comprehension of their central message or lesson.</p>	<p>1.RC.2a: Retell shared and familiar stories, poems, or nursery rhymes, in sequence, recalling at least two key details.</p>
<p>1.RC.3: Using key details, identify and describe the elements of plot, character, and setting. (E)</p>	<p>1.RC.3a: Using key details, identify and describe the elements of plot, character, and setting. (E)</p>
<p>1.RC.4: Make and confirm predictions about what will happen next in a story.</p>	<p>1.RC.4a: Given options, identify and confirm a prediction about what might happen next in a story.</p>
<p>1.RC.5: Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).</p>	<p>1.RC.5a: Identify the basic characteristics of two or more familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).</p>
<p>1.RC.6: Retell main ideas and key details of a text. (E)</p>	<p>1.RC.6a: Identify a main idea in a short text. (E)</p>
	<p>1.RC.6b: Answer questions about key details in a short text. (E)</p>
<p>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.</p>	<p>1.RC.7a: Know and use two or more nonfiction text features (e.g., table of contents, glossary, illustrations) to locate and/or describe information.</p>
<p>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)</p>	<p>1.RC.8a: Sort information from a nonfiction text into sequential order. (E)</p>
	<p>1.RC.8b: Correctly pair cause and effect relationships from a nonfiction text. (E)</p>

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<p>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.</p>	<p>1.RC.9a: Use context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) to help understand unknown words.</p>
<p>1.RC.10: Define and sort words into categories (e.g., antonyms, living things, synonyms). (E)</p>	<p>1.RC.10a: Use pictures and/or paired pictures and words to define and sort words into two or more categories (e.g., antonyms, living things, synonyms). (E)</p>
<p>Writing</p>	
<p>1.W.1: Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.</p>	<p>1.W.1a: Write most uppercase (capital) and lowercase letters legibly and space letters and words appropriately.</p>
<p>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)</p>	<p>1.W.2a: Produce (when writing or speaking) one to two sentences to make a proposal or request to a particular audience (e.g., teacher, parents, classmates) and give at least one reason why the proposal should be considered. (E)</p>
<p>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)</p>	<p>1.W.3a: Produce (when writing or speaking) a simple sentence that identifies a topic and provides a fact or detail about the topic. (E)</p>
	<p>1.W.3b: Produce a concluding statement. (E)</p>
<p>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)</p>	<p>1.W.4a: Produce (when writing or speaking) a simple narrative that identifies a topic (e.g., event, experience) and at least one character and includes temporal words (e.g., first, then, next) to signal event order. (E)</p>

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<p>1.W.5: 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); andd. Use available technology to produce and publish legible documents.	<p>1.W.5a: With support, apply the writing process to:</p> <ul style="list-style-type: none">a. Plan by generating ideas for writing through collaborative, oral discussion and/or drawings about a topic or experience.b. Develop drafts in pictorial and/or written form by organizing or sequencing ideas using a graphic organizer.c. Use varied forms of provided feedback (e.g., questions related to sequence or details, adding words or ideas and/or pictures) to revise writing by adding events and/or details using pictures or words.d. Edit writing for conventions including:<ul style="list-style-type: none">I. capitalization of the first word in a sentence, the word I, names of people, and dates;II. end punctuation;III. spelling of high frequency words or words with common spelling patterns.e. Use available and familiar technology to produce and publish writing.
<p>1.W.6: With support, conduct research on a topic.</p> <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.6a: With support, participate in shared research on a topic.</p> <ul style="list-style-type: none">a. Identify, from provided sources, information related to a topic, and use the information to answer simple questions.b. Identify different sources that can be used to gather information or to answer questions about a topic (e.g., books, discussions, posters, pictures, photographs, Internet).c. Organize information using graphic organizers or other aids.d. Present information that has been gathered using different formats (e.g., text, labeled diagrams, drawings, photographs, posters).

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<p>1.W.7: 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.7a: Correctly apply English grammar and usage when writing or speaking, focusing on:</p> <ul style="list-style-type: none"> a. Nouns/Pronouns – Use sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats) and personal pronouns (e.g., I, me, my, he, she, they, them). b. Verbs – Use sentences that include verbs to convey a sense of past, present, or future. c. Usage – Use complete simple declarative, interrogative, imperative, and/or exclamatory sentences in response to prompts.
<p>1.W.8: 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>1.W.8a: Apply capitalization, punctuation, and spelling conventions focusing on:</p> <ul style="list-style-type: none"> a. Capitalization – Capitalize the first word in a sentence, names of people, and the pronoun I. b. Punctuation – Use end punctuation (e.g., period, question mark, and/or exclamation point). c. Encoding – Correctly spell words with common spelling patterns, and spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. (E)
<p>Communication and Collaboration</p>	
<p>1.CC.1: Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)</p>	<p>1.CC.1a: Participate in collaborative conversations about instructional-level topics and texts with peers and adults in small and larger groups. (E)</p>

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1.CC.2: Listen to others, take turns speaking about the topic, and add one’s own ideas in small group discussions or tasks.	1.CC.2a: Listen to others, take turns speaking about the topic, and add one’s own ideas in small group discussions or tasks.
1.CC.3: Ask and answer questions about what a speaker says to clarify something that is not understood.	1.CC.3a: Ask and/or answer questions about what a speaker says to 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)	1.CC.4a: Ask and/or answer questions about key details in what is read, heard, or viewed to demonstrate comprehension. (E)
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.	1.CC.5a: With support, recite a poem, rhyme, song, or story describing familiar people, places, things, or events.
1.CC.6: Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.	1.CC.6a: Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, or feelings.
1.CC.7: Give and follow oral directions with two or three steps.	1.CC.7a: Give one-step directions.
	1.CC.7b: Follow oral directions with two steps.