

Indiana Kindergarten Standards

Standard 1 - READING: Word Recognition, Fluency, and Vocabulary Development

Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.

Concepts about Print

- K.1.1 Identify the front cover, back cover, and title page of a book.
- K.1.2 Follow words from left to right and from top to bottom on the printed page.
- K.1.3 Understand that printed materials provide information.
- K.1.4 Recognize that sentences in print are made up of separate words.
- K.1.5 Distinguish letters from words.
- K.1.6 Recognize and name all capital and lowercase letters of the alphabet.

*Phonemic Awareness**

- K.1.7 Listen to two or three phonemes (sounds) when they are read aloud, and tell the number of sounds heard, whether they are the same or different, and the order.
Example: Listen to the sounds /f/, /m/, /s/ or /l/, /n/, /v/. Tell how many sounds were heard and whether any sounds were the same.
- K.1.8 Listen and say the changes in spoken syllables (a word or part of a word that contains one vowel sound) and words with two or three sounds when one sound is added, substituted, omitted, moved, or repeated.
Example: Listen to the word *bat* and tell what word is left when you take the /b/ sound away. Tell what word is left when you take the /br/ sound away from the spoken word *brother*.
- K.1.9 Blend consonant-vowel-consonant (cvc) sounds aloud to make words.
Example: Listen to the sounds /b/, /e/, /d/ and tell what word is made.
- K.1.10 Say rhyming words in response to an oral prompt.
Example: Say a word that rhymes with *cat*.
- K.1.11 Listen to one-syllable words and tell the beginning or ending sounds.
Example: Tell what sound you hear at the beginning of the word *girl*.
- K.1.12 Listen to spoken sentences and recognize individual words in the sentence; listen to words and recognize individual sounds in the words.
- K.1.13 Count the number of sounds in a syllable; count the number of syllables in words.

Decoding and Word Recognition

- K.1.14 Match all consonant sounds (mad, red, pin, top, sun) to appropriate letters.
- K.1.15 Read one-syllable and high-frequency (often-heard) words by sight.
- K.1.16 Use self-correcting strategies when reading simple sentences.
- K.1.17 Read their own names.
- K.1.18 Understand the alphabetic principle, which means that as letters in words change, so do the sounds.

- K.1.19 Learn and apply knowledge of alphabetical order when using a classroom or school library/media center.

Vocabulary and Concept Development

- K.1.20 Identify and sort common words in basic categories.
Example: Tell whether the words *blue*, *yellow*, and *red* are colors, shapes, or foods. Tell the names of some favorite colors.
- K.1.21 Identify common signs and symbols.
Example: Identify the meanings of common signs and symbols, such as stop signs or store signs, from the colors, shapes, logos, and letters on these signs or symbols.
- *When letters have a slanted line before and after them, such as /f/, /sh/, /b/, this represents the sound the letter makes, not the name of the letter.

Standard 2 - READING: Comprehension

Students identify the basic facts and ideas in what they have read, heard, or seen. They use comprehension strategies, such as generating and responding to questions and comparing new information to what is already known, to understand what they read. The selections in the Indiana Reading List (available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. In Kindergarten, students will listen to and begin to read grade-level-appropriate classic and contemporary literature, nursery rhymes, alphabet books, dictionaries, and online information.

Structural Features of Informational and Technical Materials

- K.2.1 Locate the title and the name of the author of a book.

Comprehension and Analysis of Grade-Level-Appropriate Text

- K.2.2 Use picture clues and context to aid comprehension and to make predictions about story content.
Example: Follow along with the text and pictures while a story, such as *Make Way for Ducklings* by Robert McCloskey, is being read aloud. At different points in the story, tell what might happen next and how the story might end.
- K.2.3 Connect the information and events in texts to life experiences.
Example: Tell about a trip to a farm after reading or listening to a book about a farm, such as *Going to Sleep on the Farm* by Wendy Lewison or *The Town Mouse and the Country Mouse: An Aesop Fable* by Janet Stevens.
- K.2.4 Retell familiar stories.
Example: Retell the story of a folktale, such as the version of *The Three Little Pigs* by Steven Kellogg.
- K.2.5 Identify and summarize the main ideas and plot of a story.
Example: Listen to a folktale, such as the version of *The Little Red Hen* by Paul Galdone or *The Three Billy Goats Gruff* by Tim Arnold. Then, discuss with the class the main events of the story and the characters in the story. After listening to an information story that is read aloud, such as *Bears, Bears, and More Bears* by Jackie Morris, tell about the main ideas that were learned.

Standard 3 - READING: Literary Response and Analysis

Students listen and respond to stories based on well-known characters, themes (the main idea of a story), plots (what happens in a story), and settings (where a story takes place). The selections in the Indiana Reading List

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Analysis of Grade-Level-Appropriate Narratives (Stories)

- K.3.1 Distinguish fantasy from reality.
Example: Listen to *The Day Jimmy's Boa Ate the Wash*, Trinka Hakes Noble's story about a class field trip to a farm, and *Farming*, Gail Gibbons' nonfiction book about farming. Tell how these two books are different.
- K.3.2 Identify types of everyday print materials.
Example: Walk around the school and identify the signs in the school, such as EXIT, Principal's Office, and Restrooms. Tell the difference between a storybook and a beginners' dictionary.
- K.3.3 Identify characters, settings, and important events in a story.
Example: Identify the main characters in a story, such as *Noisy Nora* by Rosemary Wells. Describe the setting in a familiar story, such as *Goodnight Moon* by Margaret Wise Brown. Retell the important events in a story, such as the folktale *Jack and the Beanstalk*.
- K.3.4 Identify favorite books and stories.

Standard 4 - WRITING: Process

Students discuss ideas and tell stories for someone to write. Students use pictures, letters, and words to write.

Organization and Focus

- K.4.1 Discuss ideas to include in a story.
- K.4.2 Tell a story that the teacher or some other person will write.
- K.4.3 Write using pictures, letters, and words.
- K.4.4 Write phonetically spelled words (words that are written as they sound) and consonant-vowel-consonant words (demonstrating the alphabetic principle).
Example: Write correctly simple words, such as *man*, *cat*, and *run*, and spell other words as they sound, such as *whale* as *wal*, *jumps* as *jmps*, and *bigger* as *bigr*, showing an understanding of what letters represent certain sounds.
- K.4.5 Write by moving from left to right and from top to bottom.

Standard 5 - WRITING: Applications

(Different Types of Writing and Their Characteristics)

In Kindergarten, students begin to write and draw pictures for specific purposes and for a specific audience (intended reader).

- K.5.1 Draw pictures and write words for a specific reason.
Example: Draw a picture or write to a friend or a family member to tell about something new at school.
- K.5.2 Draw pictures and write for specific people or persons.
Example: Write or dictate an invitation to a parent to attend a classroom event.

Standard 6 - WRITING: English Language Conventions

Students begin to learn the written conventions of Standard English.

Handwriting

K.6.1 Write capital and lowercase letters of the alphabet, correctly shaping and spacing the letters.

Spelling

K.6.2 Spell independently using an understanding of the sounds of the alphabet and knowledge of letter names.

Example: Spell correctly common words, such as *cat*, or spell by how the word sounds, such as *kat*.

Standard 7 - LISTENING AND SPEAKING: Skills, Strategies, and Applications

Students listen and respond to oral communication. They speak in clear and coherent sentences. Students deliver brief oral presentations about familiar experiences or interests.

Comprehension

K.7.1 Understand and follow one- and two-step spoken directions.

Oral Communication

K.7.2 Share information and ideas, speaking in complete, coherent sentences.

Speaking Applications

K.7.3 Describe people, places, things (including their size, color, and shape), locations, and actions.

K.7.4 Recite short poems, rhymes, and songs.

K.7.5 Tell an experience or creative story in a logical sequence.